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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume I contain the following major articles: (1) "Productivity," by Robert S. Zimmer; (2) "Focus: An Interdisciplinary Effort at Lourdes College," by Sister M. Andre Chorzempa; (3) "Small Group Discussion Versus Lecture Methods: Effect on Students' Achievement and How They Rate Their Teacher as Well as the Class," by B. A. Garwood; (4) "Employability: A Necessary Goal of Education!" by Temoleon Rousos and Betty Hartley; (5) "Practicum: Central Ohio Technical College's Policy for Improved Spelling," by Lee Hall; (6) "Forum: Collective Bargaining in the Two-Year College," by Robert A. Barnes and William D. Hitt; (7) "Focus: Filling the Need for Technicians and Paraprofessionals," by Howard Vawters; (8) "Toward Scholarship," by M. Beth Hunker; (9) "Articulation for Nursing Education: Implications for Student Personnel Services," by Francine P. Hekelman; (10) "On the Appropriateness of Plato's "Meno" as a Teaching Model," by Joyce Burt Brice; (11) "Central Ohio Technical College Policy on Faculty Tenure"; (12) "Forum: Teaching Morality in the Two-Year College Classroom," by Richard D. Matthews and Raymond F. Jezerinac; and (13) "Realistic Testing and Evaluation Methods in Technical Courses," by Ronald J. Tocci. (UCM)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

OATYC JOURNAL

VOL. I, NO 1 OCTOBER , 1975

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THE JOURNAL OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. I, NO 1
OCTOBER , 1975

OATYC JOURNAL

VOL. I NO. 2 MARCH 1976

THIS ISSUE

COMMENT
The Meaning of the Bicentennial for the Two Year College

TEXT
Focus on Columbus Technical Institute
Toward Scholarship
Articulation for Nursing Education: Implications for Personnel Services
On the Appropriateness of Plato's Meno *as a Teaching Model*

PRACTICUM
Central Ohio Technical College "Policy on Faculty Tenure"

FORUM
Issue: Teaching Morality in the Two Year College Classroom

PLUS ONE
Realistic Testing and Evaluation Methods in Technical Courses

REACTION

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

THE JOURNAL OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. I, NO 1
OCTOBER , 1975

SUBSCRIPTIONS

The *Journal Of The Ohio Association Of Two-Year Colleges* is projected for quarterly publication. This first year, 1975, however, only one issue is scheduled. The following issues are to increase with resources until quarterly status is obtained. Subscription is a part of membership in the OATYC:

Active	$ 5.00 yearly
Associate	3.00 yearly
Institutional	25.00 yearly

Active membership is open to all full- and part-time professional members of any Ohio educational institution which has established a two-year college curricula. *Associate membership* is available to all persons, either inside or outside the State of Ohio, who are interested in the welfare of the two-year college movement. Members will receive all publications of the Association and may attend all open meetings. Associate members have all rights and privileges except voting and insurance benefits. *Institutional membership* is open to any Ohio educational institution which has established a two-year curricula. This membership symbolizes those institutions actively supporting the two-year college movement through the OATYC. It requires the institution to appoint a representative to attend and participate in the Executive Board meetings. The membership obtains for the institution input and output, copies of the *Journal* and *Newsletter*, and participation in the annual conference. However, such representative must be a member to obtain voting rights and insurance benefits. Postage for the *Journal* is prepaid on all orders for the United States; $.50 per year is added for Canada and members of the Pan American Postal Union and $1.00 for all other foreign countries. Remittances are to be made payable to the OATYC by check, money order, or bank draft. Communications regarding orders, subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

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TABLE OF CONTENTS

COMMENT

Editorial Philosophy, Design, and Policy 1
— James D. Fullen, Editor

TEXT

Productivity 3
(1974 OATYC Conference theme and major address, Muskingum Area Technical College, Zanesville, Ohio)
— Robert S. Zimmer, Passaic County Community College, N.J.

Focus: An Interdisciplinary Effort at Lourdes Colleges 9
— Sister Andre Chorzempa, Lourdes College

Small Group Discussion Versus Lecture Method: Effect on Students' Achievement and How They Rate Their Teacher As Well As the Class . . . 13
— B. A. Garwood, Lakeland Community College

Employability: A Necessary Goal for Education 19
— Temoleon Rousos and Betty Hartley, University of Toledo Community and Technical College

PRACTICUM

Central Ohio Technical College's Plan to Improve Spelling 29
— Lee Hall, Central Ohio Technical College

FORUM

Issue: Collective Bargaining in the Two-Year College 33
To Bargain or Not Bargain: The Point of View of One Administrator . . . 34
— Robert A. Barnes, Central Ohio Technical College and The Ohio State University, Newark Campus

Project Usher: An Alternative to the Management-Labor Model 35
— William D. Hitt, Battelle Institute

PLUS ONE: AN ANNOUNCEMENT

The 1975 Fall Conference of the Ohio Assosiation of Two-Year Colleges . . 37

REACTION

Reaction to Professors Rousos and Hartley's "Employability: A Necessary Goal of Education!" 38
— Lloyd N. Monnin, Clark Technical College

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Organization of OATYC *Journal*

The OATYC Executive board functions as the Journal's Board of Directors. Directly responsible to the Board of Directors is the General Manager, Dr. Ann Harrold-Doering, of Owens Technical College. Dr. Harrold-Doering will oversee three principal divisions: (1) publications, (2) promotions, and (3) editorial staff. In charge of publications is Ms. Connie Crabtree, Sinclair Community College; the business managers handling promotions are Dr. Alex Rubins and Dr. Elizabeth Redstone, Cuyahoga Community College; the editor is Dr. James Fullen, Central Ohio Technical College. The editorial staff is made up of three parts: (1) the Editorial Board, who will edit and select manuscripts to be published; (2) the Readers who will read and recommend publications to the editorial board; and (3) the Solicitors, who will represent each of the two-year college campuses and collect the manuscripts for the *Journal*. Serving on the Editorial Board along with the editor are Mr. Leonard Robuck, Lakeland Community College; Dr. Lloyd Monnin, Clark Technical College; Mr. Kenneth Hahn, Terra Technical College; and Ms. Lee Hall, Central Ohio Technical College. The Readers are responsible for four collegiate areas: (1) administrative, (2) general, (3) baccalaureate, and (4) technical studies. The Readers are: Dr. Len Slominski, Lakeland Community College; Dr. Harold Brown, Columbus Technical Institute; Sister Remigia, Lourdes College; and Mr. Jack Tabor, Columbus Technical Institute.

The Campus Solicitors are:

Sister Beatrice Zauisza, Lourdes College
Ms. Lorita Langdon, Columbus Technical Institute
Ms. Mabel Young, Terra Technical College
Mr. Richard Brown, Cincinnati Technical College
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Mr. Howard Ehrlechman, Lakeland Community College
Mr. Bob McEwee and Ms. Bev Murgrave, Wayne General & Technical
Mr. Dave Claflin, Marion Technical College
Mr. Paul Michael, Jefferson Technical College
Dr. David Miller, Owens Technical College
Mr. Thurman Grass, North Central Technical College
Mr. Robert Somogye, Toledo Community & Technical College

Dr. Francis Hazard, Kent State Univ., Tuscarawas Regional Campus
Mr. Andrew Tobasci and Mr. Thomas Ostaeiewski, Belmont Technical College
Mr. Stanley Holsesk, Cuyahoga Community College, Metro
Mr. Thomas Morris, Cuyahoga Community College, East
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Dr. Winton Beavon and Dr. Lynn Foll, Kettering College of Medical Arts
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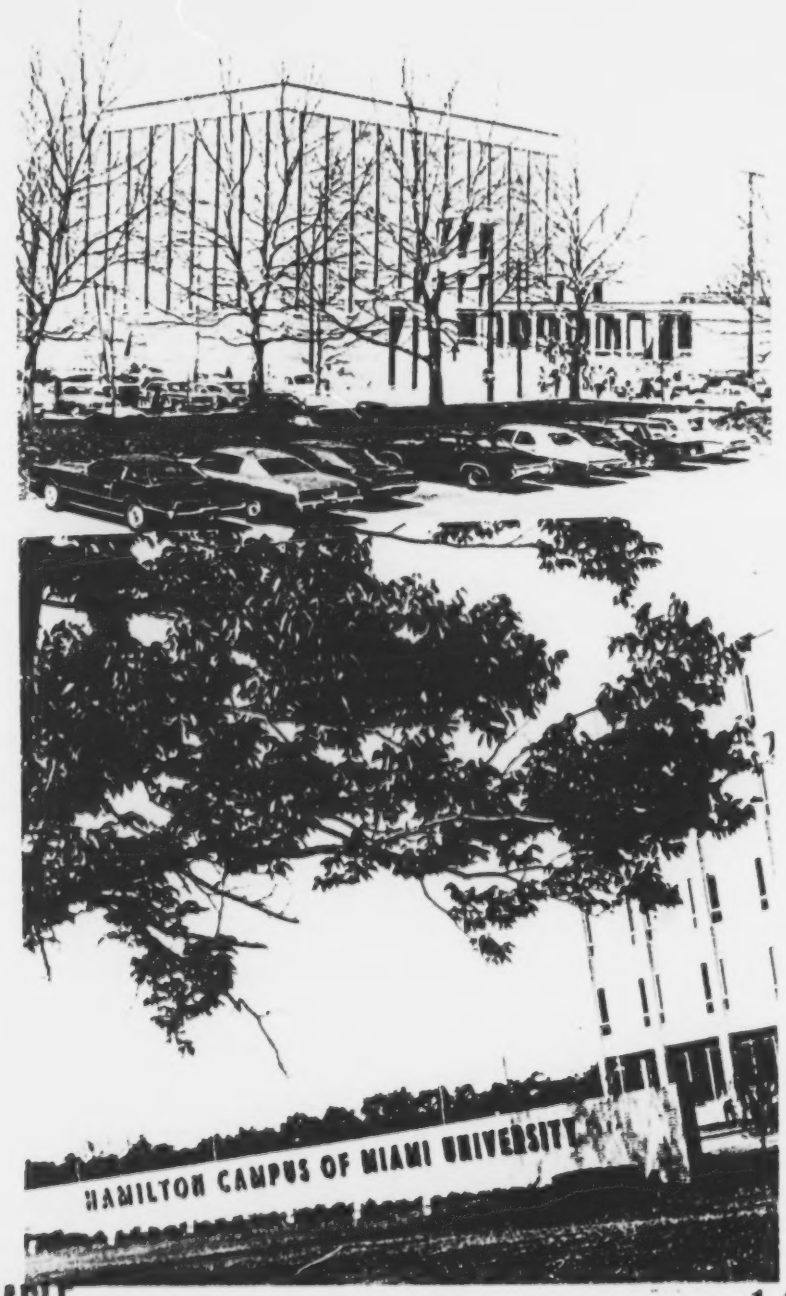
Dr. Patrick Kumph, University General & Technical College, Cincinnati



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COMMENT:

Editorial Philosophy, Design, and Policy

The *Journal Of The Ohio Association Of Two-Year Colleges* is inaugurated by this issue to provide the two-year colleges of Ohio with a common voice—a constant medium for the sharing of concepts, methods, and findings relevant to the two-year college classroom and an open forum for controversy and problem review. The *Journal* is published by the OATYC and functions to serve the purposes of its parent organization:

To provide an organization in which all groups related to two-year colleges (administrators, faculty, and support staff) can discuss mutual problems and act to resolve them.

To foster cooperation and communication between member institutions.

To provide a representative voice giving the viewpoint of two-year colleges to the Board of Regents and the State legislature.

To identify and improve the status, prestige, and welfare of all two-year colleges in Ohio.

To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio.

To promote articulation among the institutions of education in Ohio.

To take such action as will increase the contribution of the two-year colleges to the total educational process in the State of Ohio.

The *Journal* is composed of six major sections: (1) Comment, (2) Text, (3) Practicum, (4) Forum, (5) Plus One, (6) Reaction.

Comment is a page for editorial materials.

The Text features the main expository articles.

Practicum illustrates something that one of the two-year colleges in Ohio is doing that is exemplary and worthy of being "spelled out"—an innovative, contemporary work or program.

Forum offers at least two sides of a timely, debatable and controversial subject in which the opinions of advocates with considerable expertise in the particular issue arena are aired.

Plue One is a section set aside for special material; for example, an article from another publication that concerns Ohio two-year colleges.

Reaction presents the letters and feedback from the readers. (Comments on published articles appearing in the *Journal* are encouraged and welcomed.)

The *Journal* depends upon solicited and submitted papers for its direction, quality, and quantity—meaning subject material, richness of content, and number and size of issues. These papers are offered by the faculty and staff members, administrators, and trustees of Ohio's various community, junior, general and technical colleges, and regional campuses. The *Journal* is particularly receptive to articles of general professional importance in the four coliegiate areas of (1) administrative, (2) general, (3) baccalaureate, and (4) technical studies. The lists

of specific criteria and responsibilities for submitted manuscripts are as follows:

Criteria

Must deal with two-year education or colleges.

Must be new or an old idea presented in an enlightening or stimulating way.

Must be contemporary and relevant.

Must be clear and concise writing, avoiding obscure or technical jargon; should be written in standard conversational tone of English, such as found in the *Community College Journal*.

References must be worked into the copy rather than footnotes.

Manuscript form must be typed, double-spaced, and must use any standard form recognized by scholars.

Must be six to eight pages, approximately 1,000 to 3,000 words in length.

Present artwork, if necessary, in the following form: black and white glossy print photograph with name and address on back; tables on 8-1/2 by 11 paper, clear black and white with name and address on back.

Manuscripts must be original. Articles already submitted to other publications will not be accepted unless specifically solicited.

Manuscripts must be accompanied by a stamped, self-addressed envelope for return.

Responsibilities of *Journal*

The *Journal* is not responsible for manuscripts and materials lost in mailing.

The *Journal* is not responsible for returning manuscripts not accompanied by a stamped, self-addressed envelope.

The *Journal* will hold manuscripts and other materials that are being considered unless the contributor requests otherwise.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the writer.

The *Journal* staff and OATYC membership are jointly responsible for seeing that each manuscript selected for the *Journal* is one of quality and is worthy to represent the two-year colleges of Ohio.

Each *Journal* campus solicitor is responsible for the collecting and mailing of manuscripts and "reaction" letters.

The *Journal* will be grateful for your cooperation and work. Submission deadline for the next *Journal* is January 1, 1976.

James D. Fullen

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PRODUCTIVITY

Robert S. Zimmer

Text of major address delivered at the 1974 Annual OATYC Conference. Dr. Zimmer is president of Passaic County Community College, Patterson, New Jersey.

I've put together a combination of things that we call the "systems approach" to instruction, and it involves a faculty performance contract. So that you would know the assumptions I'm working on, I would like to give you a little bit of a background first. This will let you know where I'm coming from and whether we are going to have to part on that basic assumption or whether we can jointly agree on the ramifications of these assumptions.

At Passaic County Community College, we put together a systems approach to instruction based on the rationale of Ben Bloom in his book, *Learning For Mastery*. If you are not that familiar with it, let me review it very quickly. Essentially, Ben asks the following two questions:

(1) "Does everyone learn the same way?" and

(2) "Does everyone learn at the same rate of speed?"

Now, everyone I have asked these questions of, answered, "No." I wonder what

the percent is in this group. I will assume that you all agree that people learn differently and at different rates of speed. Based on the fact that students do learn differently and at different rates of speed, we try to put together a system of instruction.

Next, we buy an old (almost classic) definition of what learning is, i.e., learning is a change of behavior. That can be modified slightly to say that learning is a "measurable change of behavior." We then go to Ralph Tyler's rationale for curriculum construction. If you recall Ralph's comments, objectives come from many sources–from students, from the community, from experts in the field. When he wrote an objective, it included both behavior and content. We developed a stack of them–and we had to do something with these because we had many more than we could possibly put into a given course. We had to screen, and Ralph used two screens:

(1) A psychological screen: Can it be taught?

(2) A philosophical screen: Should it be taught?

All of you, when you prepare your courses, are probably subconsciously screening out your course in this fashion. You see, there are many things that we would like to teach but don't have the skills for. Personally we can't do it; either the psychology isn't there, or the technology or resource isn't there to help us put across this change of behavior. There are things that we just know should not be part of the program and we're not going to teach them. In order to help our staff make a philosophic decision, we asked them to classify the behaviors according to a taxonomy of behavior. This means faculty classifies the objectives and is able to make a conscious decision as to what the configuration of them shall be in a course. This is really just a systematic way of developing a course design.

Given all this, we have defined the role of a faculty member as one who designs, implements and evaluates learning experiences for "x" number of students. The design is the beginning. It starts with the objectives of the learning experiences. Now, remember, we all agree that students learn differently, so part of our performance contract is that faculty will design at least two learning strategies per course, one of which must be self-instructional. So, right from the beginning, we're saying in our own philosophy that people learn differently. If you want to work at our college as a faculty member, you will design at least two learning strategies per course, one of which must be self-instructional. This sounds simple, but the design is a critical part of our program. We start with the objectives, screening them to develop the configuration desired. The faculty member plans the kind of experiences he's going to be managing and identifies the resources he's going to need (including the kind of space and the para-professionals needed to support him). This goes into the design. When the design is approved, the dean commits the college to supplying the resources to the faculty member as built into the design. At that point, the faculty member is charged with the responsibility of implementing his design and managing the learning experiences for the students assigned to his course.

The implications of this are many. First of all, we found that very few universities, and I'm really hedging on this because I haven't found any yet, are preparing faculty members who can do this. So we are operating an in-service

training program for faculty. Being a brand new institution, we have some prerogatives that existing institutions don't enjoy. We really invented a new academic rank for our faculty–Associate Professor Designate. The Associate Professor Designates spend a three-year period in developing a refined program. We say that the first year they have to get their feet wet, the second year they make major revisions, and the third year they have a refined program. Based on the refined program, they will be awarded rank according to the performance of their students. So there is a three-year in-service training period--you might call it an internship. During the "designate" status, we hire everybody in at the same status and at the same salary. I don't know how salaries are in Ohio but we start everyone at $12,000. This sum is for the ten-month year regardless of degrees, regardless of background. Some people we brought on fresh out of graduate school; some have had twenty years' experience. As I stated, we haven't found a university that is growing faculty for our system; therefore, we have to do it. The outcome is the creation of the "designate" status. The performance: how do they move from "designate" status to academic rank? In Bloom's *Learning For Mastery*, he states that given sufficient time and sufficient variety of learning experiences, 95% of the students in a given course will master the content of that course at the "A" level. Since he wrote that we have hedged that down a little bit between 85% and 90%, but we must remember that he completely disavows the normal curve as a grading tool. The normal curve, if you buy it as a means of assigning grades, results in a self-fulfilling prophecy–someone has to fail. If you don't buy that, if you design your program for students to pass, it makes sense–90% can pass. You have a well-qualified faculty member (the best you can find) designing a course. You put the resources of the institution behind that faculty member. You select students for that course, and no matter what kind of an open-door admissions policy you practice, you have selected students. The students take your course and complete it. It makes no sense at all to finish the course and assign grades on a normal curve, which in reality is a random distribution of numbers. So, forget the normal curve. It's not a grading device. It's not a tool. It merely forecasts that a certain number will fail.

We expect everyone to be successful and we are committing our faculty to find ways to make students successful. This is very important because in learning psychology and in the learning process, you might liken it to the three sides of a triangle. Because it is a process, one side of the triangle is time. It takes time and we are pretty much locked in and have been locked in on the fifteen-week semester or the twelve-week quarter. Ready or not, at the end of the fifteen weeks, the student passes or fails. Another side of the triangle is method; it's a process again and we have been locked in on the traditional lecturing or lecture discussion method. The final side of the triangle is the content. Let's say you plan to complete eighteen chapters of a textbook. The semester is over and you have only completed sixteen chapters. What do you do? You tell the class, "Well, it's not fair to test you on all eighteen–forget the last two. They won't be on the exam." Or, you say, "Read the last two chapters on your own. They are going to be on the exam and you are responsible for them. Good luck on the exam!"

In this case, we feel the student has been cheated, defrauded, of two-eighteenths of that course. We feel the content should be locked in concrete. State the objectives in the course and the changes that are going to occur in the student.

Let the student know what it is. We don't care about how long it takes him to master this. We don't care what methods are used. The important thing is the mastery of the content of that course and we are committed to find ways to help students master the content of that course.

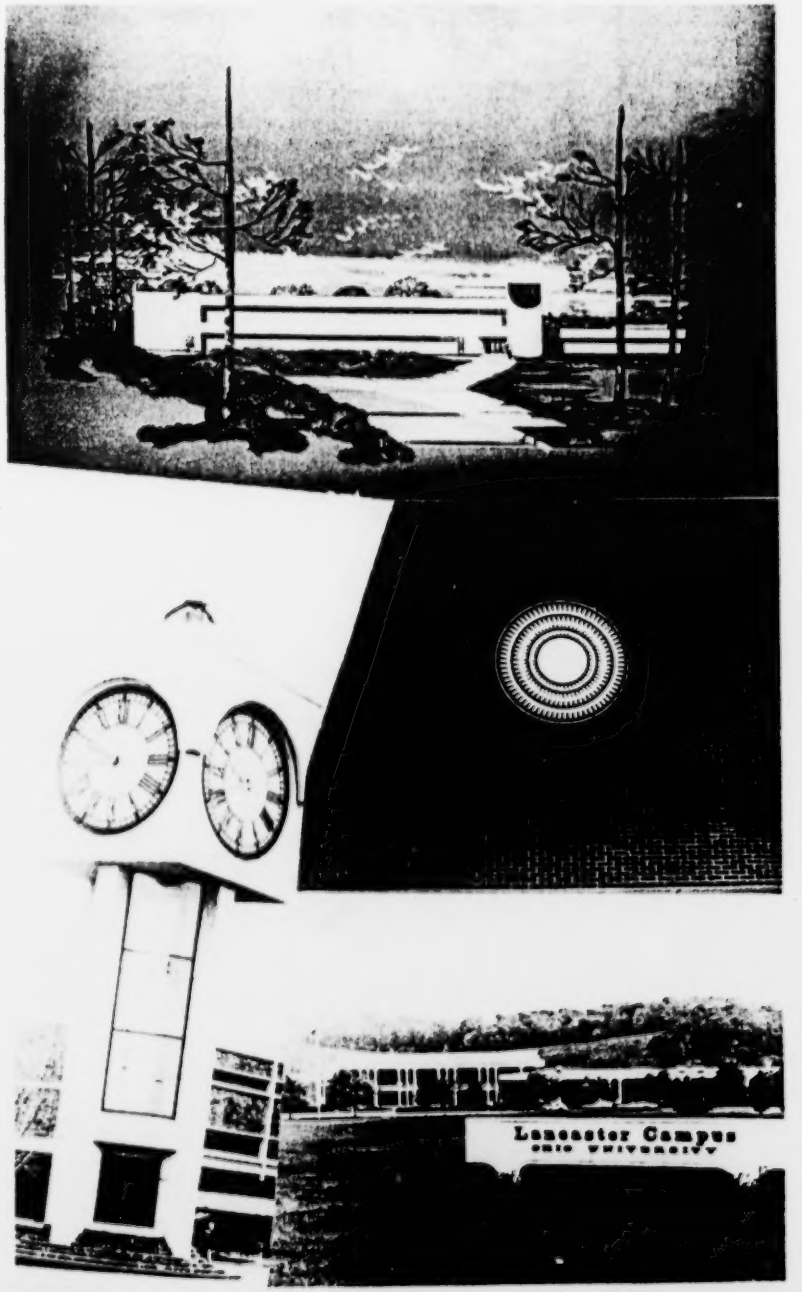
Now, in order to really make a comparison at the end of the three-year period, the faculty may earn rank based on two criteria: (1) the number of students for whom they can design, implement, manage and evaluate learning experiences, and (2) the percentage of students who master the content of their course. These are the only two criteria we use. We don't buy academic degrees or course work or give credits for the popularity range among the rest of the faculty or among students.

We have two criteria: the number and the percentage of students who are successful. Let me explain. We started out by saying an instructor should be able to design, manage, implement and so on for 80 students a semester. In a three-hour course, that's 240 credit hours, and if he is going to be an instructor at our place, 60% of these students must be successful, (successful meaing "C" or better). "C" is defined as a prerequisite for subsequent transfer to another institution or a job entry, whichever one fits the particular course. The person expecting to be an Assistant Professor must deal with 160 students and 70% of them must be successful. The Associate Professor must deal with 240 students and score 80% success. This is why the title, Associate Professor Designate, to give the faculty our expectations of his level of performance. The full Professor must teach 320 students and attain 90% success.

Although we have had collective bargaining at our institution three years now, these basic concepts remain unchanged. The numbers have changed. Instead of 80 students a semester, we've gone to a base number of credit hours for the academic year (including mid-term) and the faculty have said that they really don't think anybody should be around who can only get 60% of their students to succeed. They raised the minimum to 75%. In fact, they have narrowed the Assistant Professor range to 75%, Associate Professor range to 80%, and the full Professor down to 85%. The results are amazing. When I walk around the corridors during an exam, the faculty members walk up to me and say, "I got 87% (or 93%) of the class through this time, Doc." They brag about how many of their kids get through these courses. These courses are not watered down. Many of our students are doing better on transfer than they were with us. They are significantly better. The shock of transfer doesn't happen.

A question I am always asked is this: "You mean at the end of three years?" I don't know why the hell three, but the stress is on three. Three consecutive years' performance at another rank and you go to that rank, three consecutive years' performance at another rank and you go to that rank, either up or down. It's not a yoyo—you don't change rank every year. If you have one bad year, no sweat (nothing to worry about); two bad years, and you know you better start sweating; the third bad year, and action will happen. The faculty member knows as fast or faster than I do what the criteria are. Then action is taken based on performance—performance is what our "systems approach" is all about.

Dr. Robert S. Zimmer, President
Passaic County Community College
Paterson, New Jersey 07505



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FOCUS: AN INTERDISCIPLINARY EFFORT AT LOURDES COLLEGE

Sister M. Andre Chorzempa

Each issue, the *Journal* will focus upon one of Ohio's two-year colleges. For the first issue, Lourdes College, a small, Catholic, two-year liberal arts college in Sylvania, receives the Focus.

In a recent publication, the Manresa Educational Corporation of Chicago expressed its objective in founding a new college in these words: "to provide an intellectual and moral framework which benefits from the wisdom and experience and cultural heritage of the past while frankly facing the problems and issues of the present and the challenges of the developing world-order." It was just this kind of idea that prompted an interdisciplinary effort at Lourdes College.

Lourdes is a small, Catholic, two-year liberal arts college conducted by the Sisters of St. Francis of Sylvania, Ohio. The College is dedicated to the development of scholars. Ninety percent of the students transfer to senior institutions after graduation. Therefore, the curriculum at Lourdes must provide a strong program to prepare the transfer students adequately, as well as to prepare all its students to live in their own culture. These factors led the Curriculum and Instruction Committee during the 1972-1973 school year to articulate and examine the rationale of the curriculum at the College and to look for ways in which to strengthen the curriculum.

Out of the work of the Committee came the recommendation that Lourdes develop a Core Studies in Human Development Program. The objective was that such a program might better help the student comprehend the tradition in which he lives. It was recommended that the program draw together ideas, events, and actions of men of the past and present which are esential for an appreciation of the past and an understanding of the future. In the Core Studies, each of eight disciplines was to develop its materials in such a way as to complement the others. The program would be a chronologically unified one in which the students could more clearly see the cause and effect and the relationship of men, ideas, and events. Given such a program, students would no longer be advised to take certain introductory courses.

By the spring of the 1972-1973 academic year, the eight faculty members responsible for the regularly offered courses – History of Western Civilization, World Literature, Art Appreciation, Music Appreciation, Principles of Biology, Principles of Physical Science, Introduction to Philosophy, and Introduction to Religious Studies – took steps to implement the above recommendation. As of June 1, 1974, the organization of this overview of culture into a twenty-six semester hour sequence had been completed. The first half of the Fall Semester takes the student through the developments in our civilization from pre-historic times to about 1600 A.D. The second half continues to about 1800. The Spring Semester deals with the nineteenth and twentieth centuries. The courses with their equivalents in a conventional course of study are listed on the following page.

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CS 101-2 Culture and Human Development I, II
(six semester hours each semester)
- History of Western Civilization
- World Literature
- Art Appreciation
- Music Appreciation

CS 103-4 Scientific Dimension in Human Development I, II
(four semester hours each semester)
- Principles of Biology
- Principles of Physical Science

CS 105-6 Values and the Transcendent in Human Development I, II
(three semester hours each semester)
- Introduction to Philosophy
- Introduction to Religious Studies

It was recognized that in order to most effectively attain the program's objectives, attention would have to be given to scheduling. Proper scheduling would eliminate overlap in course content and effect the integration of the student's learning experiences. Irregularly scheduled class meetings and much student-professor interaction were essential to the success of the program. The smallness of the College assured us of the latter but some arrangement had to be made for the former. As a result of many meetings and seminars of the Core Faculty Team, an over-all master schedule was compiled. This schedule provided for three class periods daily throughout the fall and spring semesters. When the program was inaugurated in September of 1974, the College was prepared to engage in an ongoing, systematic, internal evaluation of the schedule as an integral part of the program.

Each student who enrolled in the Core Studies received a kit of materials drawn up by the Core Faculty. In addition to the master schedule, these materials included the over-all objectives of each of the Core courses, the broad outlines of each of the eight segments or disciplines of the program, and a comprehensive bibliography for the Core courses. As one of the concomitant benefits of the program, the faculty cherished the vision of students immersed in reference works in the college libraries. Therefore, at the beginning of each semester and at mid-term, the students received a reading list for each segment of the Core Program. The reading lists were meant to serve as guides to the bibliography and as aids and time-savers when the students used any library. Each of the Core Faculty also received copies of the reading lists. It was considered essential that each instructor be aware of the demands of the whole program upon the student and that the Faculty be ever mindful of the undergraduate level at which the program was being conducted.

Prior to September of 1974 when the program was inaugurated, the Core Faculty considered the problem of evaluation. It was decided that each instructor would be responsible for testing for course content according to discipline. This was to be done whenever the instructor considered it feasible. At the end of each semester, however, an over-all evaluation would be made. The students would then be asked to answer questions designed by the faculty to measure the extent to which an integrated mental construct of human development was actually attained.

Because it could not be assumed that the students were automatically integrating subject matter on the strength of all materials given them and the irregular scheduling as well, Core seminars were introduced into the Activities Calendar. These seminars were scheduled about every four weeks; all Core students and faculty were expected to attend. During these seminars, discussion centered on questions of the kind that would be used at the end of the semester, but limited in scope to deal with the material studied within the four weeks. The questions were drawn up and distributed by the Core Faculty about one week prior to the scheduled seminar.

As the first year of the program's implementation is nearing completion, attention is being given to both the strengths and weaknesses of the program. As a remedy for the weaknesses, adjustments have to be made in the time allotments for the various disciplines in the master schedule; reading lists are being revised to include study questions; provisions will be made for study time wedged into the three-hour block of required class time. Finally, now that the mechanics of the program are less a stumbling block, each of the Core Faculty members will be able to get more involved in what the other team members are teaching at any given time. The day is near when the faculty will be less concerned about hours in which to teach, as with how their teaching helps the students realize the richness of the heritage which underlies contemporary man's interaction with his social and natural environment. At this time we have the structure to achieve our goal, but must still arrive at a greater unity of endeavor.

The faculty and administration are strongly committed to the new program as an integral part of the Lourdes curriculum. As the development of the Core has progressed, enthusiasm for it has grown. This was bound to happen given not only a well-prepared faculty, but also a faculty with a strong dedication to the teaching profession and a willingness to be part of a confrontation where mind meets mind. We cherish the hope that students in the Core will share our enthusiasm and will want to become involved as scholars. Since we are confident that a wise selection of topics was made by the faculty in structuring departmental segments of the program, the students should be acquiring sufficient depth along with the essential breadth of a truly liberal education.

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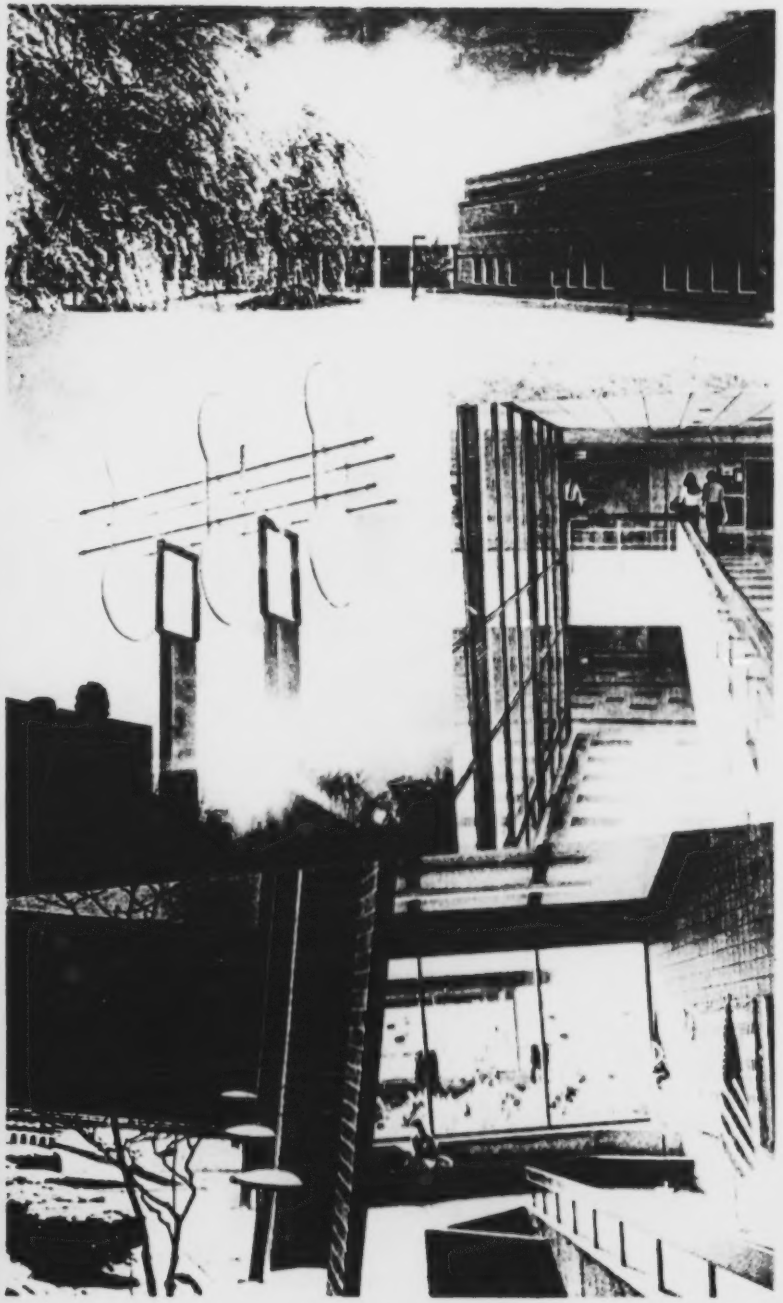

SMALL GROUP DISCUSSION VERSUS LECTURE METHODS: Effect On Students' Achievement And How They Rate Their Teacher As Well As The Class

Dr. B. A. Garwood

An upsurge in the literature about two-year colleges and their students has accompanied the phenomenon of recent growth in the number of community and technical colleges and increased enrollments at these institutions.

The students of two-year colleges have been described by Donal A. Biggs and James Johnson (*The Journal Of Education Research*, V66, Oct. '72, pp. 85-88) as "having a history of poor or average high school performance, as well as average or low academic aptitude test scores." Biggs and Johnson have been supported by Win Kelley and Leslie Wilbur in their book, *Teaching In The Community-Junior College*.

If these students are accurately described, varied teaching methods which would be responsive to student needs are essential at two-year colleges. Moreover, since two-year colleges often pride themselves as being interested first in good teaching, innovation may also be quite appropriate at these institutions.

At Lakeland Community College a study was made to investigate the effect of group discussion on the learning and attitude of students when compared to lecture methods. The question was: Will a change from lecture to groups result in greater student interest, improved learning – or both? A related question was whether the group method would affect how the students would rate the teacher.

Much has been written concerning this subject. As a preface to this presentation, a review of some of the recent work accomplished by colleagues is in order.

Margaret Clifford in her article published in the *Journal Of Educational Psychology* (1973, V64, pp. 183-186) questioned whether learning and liking are related and found that performance and affect do not necessarily go hand-in-hand. In another study, Richard Anderson (*Harvard Educational Review*, 1959, V29, pp. 201-215) related how he used group discussion and found that two criteria for effectiveness were production and morale. He found that morale is higher in a task group, but the factor of whether the class is teacher-centered or student-centered shows a highly ambiguous relationship to its effect on learning.

Francis J. DiVesta (*Journal Of Applied Psychology*, 1945, V38, pp. 329-335) found that running a class with discussion groups brought a slight advantage in leadership skills, but there were no other advantages. Frank Costin (*Journal Of Educational Psychology*, 1975, V62, pp. 410-412) also tested the teacher-centered versus student-centered dichotomy and concluded that the authoritarian-democratic construction is oversimplified, as well as inadequate for measuring teaching style and student behavior in college classrooms.

Comparing individual instruction with self-instruction, Clark Himmel concluded that students can learn even when no class attendance is involved. His study, as documented in *Psychology For School*, (July 1972, V9, pp. 272-277) found that students following the self-instruction method many times performed better on exams and also preferred that method. A study that did use group discussion found no difference in achievement, but students felt they learned more in a lecture class. However, attitudes toward the group discussions were more widespread. The author stated that in the lecture method, students evaluated the teacher; in a discussion method, they accepted the teacher and evaluated the method.

These studies focused merely on method and learning and/or attitude results. Some studies include student traits when investigating the effect of varied teaching methods. The results become more vague. An example is the Richard Whiteall and Sue J. Reuben (*The Journal Of Experimental Education*, Spring, 1971, V39, pp. 84-87) study which looked at the effectiveness of instrumental and traditional methods of college reading instruction. The finding was that if the students were extraverted, the instrumental approach was "superior," but the instrumental approach was probably "better" regardless of student trait.

George Domino in the *Journal Of Educational Psychology* (1971, V62, pp. 427-431) discussed interactive effects of achievement orientation and teaching style of academic achievement. He used achievement via conformity score or independence on the California Personality Inventory and placed students into different teaching style situations. He found that style had no effect on the

achievement of students who were high on original thinking; moreover, he found definite interaction between achievement and rating of the teacher's effectiveness. A study using programmed learning and personality styles found conflicting evidence: both good and poor students benefited from the use of a programmed text. However, there were a few major personality differences. The high achieving students were different from the low achieving students in that high achievers were more precise, intense, and worked faster.

Other authorities have used different methods of teaching after finding out the student attitude toward the topic. They concluded that what takes place in the classroom must take into account interaction between content and presentation and the attitude-belief structure of the individual.

There have been no recent studies about the difference between effects of the group discussion or lecture method and impact on student grades or attitudes with two-year college students. Yet, this would undoubtedly be an important consideration for two-year college teachers who are faced with the diverse student population even though community background may be similar. Two-year college students not only may have slightly lower academic ability; they also have a variety of reasons for attending college and may have little confidence in their academic ability. Two-year college teachers may select varied instructional methods to meet needs of students who seek a general education and may not seek goals common to students at four-year institutions. It is not impossible that the two-year college teacher might prefer a classroom method that would enhance the student's feelings about himself and academic experiences, even if that method would result in lower achievement scores on examinations. To make such a decision, the different methods must be investigated at the level where they would be employed – the two-year college.

In the Lakeland Community College study, two introductory psychology classes, which met every afternoon for fifty minutes, were conducted in a different way. One class met in small groups (four groups of 8 students except for one group which had 7 students). The groups were assigned various tasks. Some afternoons they worked on learning objectives; other days they were assigned value clarification strategies or group activities such as practicing leadership skills and group role behaviors. In the other class, little was done to deviate from the lecture method, although discussion was encouraged. For the most part, the small groups worked well and required little interaction with the teacher. In the lecture class, there was more student-teacher interaction. A major difference was that the lecture class had a total of 16 students while the group discussion class had a total of 31 students. Since attendance was required in both classes, there was little difference in numbers of students at any time except for the total class sizes.

Student achievement was measured by a final examination and was comprised from questions supplied by the basic text, *psychology: Its Principles And Meanings*. Student rating of the teacher was a form used throughout the college's Social Science Department and included unusual items such as clarity of expression, knowledge of material, fairness in grading, etc. The student's attitude toward the class was measured by a semantic differential with the standard dimensions of evaluation, potency, and action.

Using an independent t-test for unequal N's, there was no significant difference among any of the variables. Students were able to score well on the final examination regardless of the instructional method in the classroom; they also rated the teacher very favorably regardless of method. (In this two-year college, several other studies have been done which yielded the same very positive ratings of teachers.) Also, the students did not express any difference in attitude toward the class, regardless of the method used. Their attitudes were also positive in direction.

The study failed to yield any significant differences in student attitude, achievement, or evaluation of the teacher as a result of two different instructional methods. It could be that students were satisfied with either approach because they were receiving passing grades throughout the quarter. That students, expecially freshmen and sophomores, tend to rate their teacher, perhaps their classes, on the basis of anticipated grades has been suggested by several writers. Since these two-year college students did experience success in either method, they may have been satisfied with their experiences as well as their teacher.

A limitation of this study is the small number of students in both classes. It could well be that in classes which are much larger, the effects of small group discussion versus lecture could well make a difference. It is also possible, that the unequal size of these two classes studied might reduce the possibility for really different experiences, since the one class of 16 students was a rather informal group by the end of the quarter.

Nonetheless, these two-year college students responded similarly to either lecture or small group methods. Two-year college teachers do not have to face an "either-or" choice – academic achievement or positive experience. They may merely choose the instructional method of small groups or lecture on the basis of which is more comfortable for the teacher and must appropriate for the class. The students are served well in either case.

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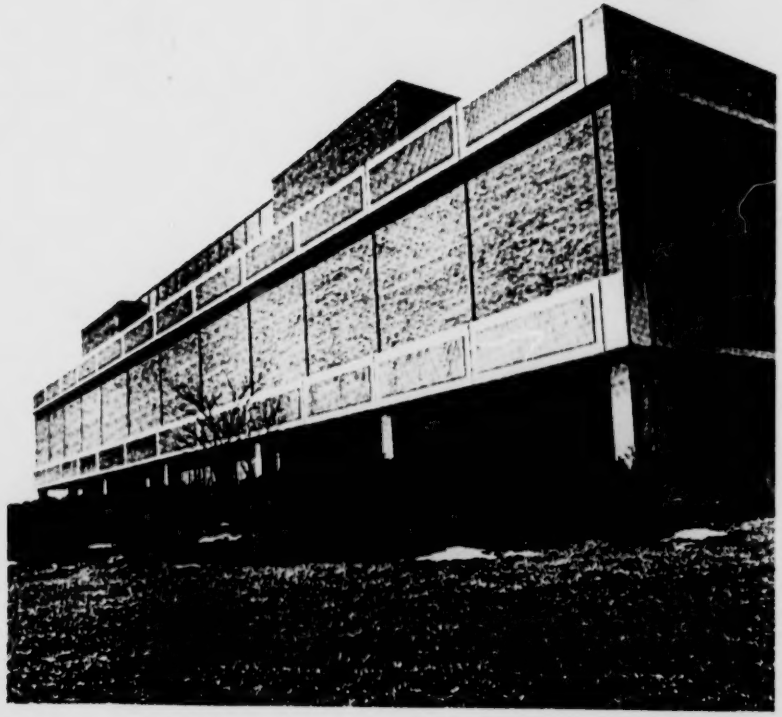

EMPLOYABILITY
A NECESSARY GOAL OF EDUCATION!

Temoleon Rousos and Betty Hartley

Relationships between education and income have been presented many times in statistical tables reflecting the climb upward in income as a result of additional years of education. In a recently released report from the U.S. Census Bureau, the link between education and income is shown dramatically in a table giving the "Lifetime Worth" for a 22-year-old man with 1 - 3 years of high school as $216,000 while the same man with 1 - 3 years of college would increase his potential to $301,000. The difference is overwhelming! When society reads these figures presented in such a syndicated column as Sylvia Porter's (*Toledo Blade*, Mar. 14, 1974), employability becomes a very definite goal of education and is reflected in the willingness of citizens to pay for schooling.

Not only should employability become a goal of education but projections for future manpower needs should also be a consideration for schools in planning curriculums for the 80's. The U. S. Department of Labor publication, *U.S. Manpower* in the 1970's (1970), stated that the growth area for employability from now to 1980 will be in the white-collar and service occupations. The impact of this forecast is that schools as society's agents must transmit the means by which young people will be able to become a part of the world of work.

The community colleges do have a strong commitment to technical education. That commitment is the essence of the institution and it flavors its curriculum, its instruction, and student life; one of its educational tasks is to prepare personnel for the world's work. If you ask society: "Should employability become a goal of education?" - the answer comes back a resounding, "Yes"–as shown by the *"Fifth Annual Gallup Poll Of Public Attitudes Toward Education."* This survey conducted by Gallup International for C. F. Kettering Ltd. is the fifth in an annual series designed to measure and record the attitude of American citizens toward their public schools. Each year new areas are covered as new problems come forth and some questions are repeated from earlier years in order to measure trends. The findings of the Gallup study apply to the nation as a whole and not necessarily to any single community. The sample embraced a total of 1,627 adults; it was described as a modified probability sample of the nation. Interviewing was conducted in every area of the country and in all types of communities. These communities, taken together, represent a true microcosm of the nation. The question:

> Should public schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers?

The answer that came back was an overwhelming, "Yes!" Nine of ten persons in all major groups sampled in this survey said that they would like to have the schools give more emphasis to that part of the educational program.

In the *"Fourth Annual Gallup Poll of Public Attitudes Toward Education,"* conducted in 1972, Gallup's question was:

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People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

Here are the responses and the percentage of respondents mentioning each in some form:

1. To get a better job . . . . . 44 %
2. To get along better with people of all levels of society . . . . . 43 %
3. To make more money - to achieve financial success . . . . . 38 %
4. To attain self-satisfaction . . . . . 21 %
5. To stimulate their minds . . . . . 15 %
6. Miscellaneous reasons . . . . . 11 %

As evidenced by the Fourth and Fifth Annual Gallup Polls, society thinks that "employability" should be a goal of education–a rather high-ranking goal. This position of society seems to be in contradiction with the opinionnaire ranked by 1,020 Phi Delta Kappans. The 18 goals of education listed in the opinionnaire are presented below together with rankings by 60 representatives of cooperating college centers (in the column entitled Academe) who attended the Phi Delta Kappa goals conference in May, 1973, and the rankings by 48 faculty members of the University of Toledo Community and Technical College, Toledo, Ohio (in the column entitled Com Tech).

THE GOALS OF EDUCATION

Ranked By:	PDK	Academe	Com Tech
1. Develop skills in reading, writing, speaking, and listening	1	1	4
A. Develop ability to communicate ideas and feelings effectively			
B. Develop skills in oral and written English			
2. Develop pride in work and a feeling of self-worth	2	2	3
A. Develop a feeling of student pride in his achievement and progress			
B. Develop self-understanding and self-awareness			
C. Develop the student's feeling of positive self-worth, security, and self-assurance			
3. Develop good character and self-respect	3	8	6
A. Develop moral responsibility and a sound ethical and moral behavior			
B. Develop the student's capacity to discipline himself to work, study, and play constructively			
C. Develop a moral and ethical sense of values, goals, and processes of free society			
D. Develop standards of personal character and ideas			
4. Develop a desire for learning now and in the future	4	3	2
A. Develop intellectual curiosity and eagerness for lifelong learning			
B. Develop a positive attitude toward learning			
C. Develop a positive attitude toward continuing independent education			
5. Learn to respect and get along with people with whom we work and live	5	5	7
A. Develop appreciation and respect for the worth and dignity of individuals			
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions			
C. Develop a cooperative attitude toward living and working with others			
6. Learn how to examine and use information	6	4	5
A. Develop ability to examine constructively and creatively			
B. Develop ability to use scientific methods			
C. Develop reasoning abilities			
D. Develop skills to think and proceed logically			
7. Gain a general education	7	6	9
A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences			
B. Develop a fund of information and concepts			
C. Develop special interests and abilities			
8. Learn how to be a good citizen	8	9	12

Ranked By:	PDK	Academe	Com Tech
A. Develop an awareness of civic rights and responsibilities			
B. Develop attitudes for productive citizenship in a democracy			
C. Develop an attitude of respect for personal and public property			
D. Develop an understanding of the obligations and responsibilities of citizenship			
9. Learn about and try to understand the changes that take place in the world	9	10	8
A. Develop ability to adjust to the changing demands of society			
B. Develop an awareness and the ability to adjust to a changing world and its problems			
C. Develop understanding of the past, identify with the present, and ability to meet the future			
10. Understand and practice democratic ideas and ideals	10	13	11
A. Develop loyalty to American democratic ideals			
B. Develop patriotism and loyalty to ideas of democracy			
C. Develop knowledge and appreciation of the rights and privileges in our democracy			
D. Develop an understanding of our American heritage			
11. Learn how to respect and get along with people who think, dress, and act differently	11	7	10
A. Develop an appreciation for and an understanding of other people and other cultures			
B. Develop an understanding of political, economic, and social patterns of the rest of the world			
C. Develop awareness of the interdependence of races, creeds, nations, and cultures			
D. Develop an awareness of the processes of group relationships			

Ranked By:	PDK	Academe	Com Tech
12. Understand and practice the skills of family living	12	16	14
A. Develop Understanding and appreciation of the principles of living in the family group			
B. Develop attitudes leading to acceptance of responsibilities as family members			
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them			
13. Gain information needed to make job selections	13	17	13
A. Promote self-understanding and self-direction in relation to students' occupational interests			
B. Develop the ability to use information and counseling services related to the selection of a job			
C. Develop a knowledge of specific information about a particular vocation			
14. Learn how to be a good manager of money, property, and rescources	14	15	16
A. Develop an understanding of economic principles and responsibilities			
B. Develop ability and understanding in personal buying, selling, and investment			
C Develop skills in management of natural and human resources and man's environment			
15. Practice and understand the ideas of health and safety	15	12	17
A. Establish an effective individual physical fitness program			
B. Develop an understanding of good physical health and well-being			
C. Establish sound personal health habits and information			
D. Develop a concern for public health and safety			

Ranked By:	PDK	Academe	Com Tech
16. Develop skills to enter a specific field of work	16	18	1
A. Develop abilities and skills needed for immediate employment			
B. Develop an awareness of opportunities and requirements related to a specific field of work			
C. Develop an appreciation of good workmanship			
17. Learn how to use leisure time	17	14	18
A. Develop ability to use leisure time productively			
B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative			
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time			
18. Appreciate culture and beauty in the world	18	10	15
A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts)			
B. Cultivate appreciation for beauty in various forms			
C. Develop creative self-expression through various media (art, music, writing, etc.)			
D. Develop special talents in music, art, literature, and foreign languages			

in this opinionnaire Phi Delta Kappans ranked as 16th the goal of education "to develop skills to enter a specific field of work," while the faculty of The University of Toledo Community and Technical College ranked this goal as the No. 1 item. The Academe ranking was 18th – the very last position in the ranking scale. The message seems quite clear that employability as a goal of educations is a major point of contradiction between what society wants and the goals shown by the Academe and the Phi Delta Kappan opinionnaire ranking. It is, indeed, encouraging to find that the Com Tech ranking reflects sensitivity to the needs of the community which is a cardinal principle of the community college.

There will always be a need for diversity in education. There is a recognized need for undergraduate programs to prepare students for entry into professional schools, for undergraduate programs to prepare students for graduate study and research, and for undergraduate programs to prepare students broadly for careers.

The world has changed so that most important scientific discoveries are made by manpower teams rather than by individual intellectual giants. Moreover, the recent explosion of the universe of knowledge has resulted in a need for greater numbers of persons to be employed in the application of existing knowledge than in the discovery of more knowledge. The pressure for technological application is further intensified now by the growing concern that "the good life" be made available to the whole of mankind.

The result of these changes is that increasingly the greater number of jobs requiring more than a high school education will be in a technology rather than a profession.

The needs of society and the welfare of the individual student combine to suggest that the majority of undergraduate students should be in technical programs. It must be understood, however, that technical programs are not merely technical courses. Technical programs should include an important general education component.

Most students come to college to prepare themselves better to adapt to the world in which they find themselves. One of the sharpest realities of that world is the necessity for each individual to find some means of support. Therefore, a primary function of undergraduate education should be to prepare students to make a living. It has been suggested by William F. Pierce, Deputy Commissioner for Occupational and Adult Education, U. S. Office of Education, that something in the order of 60 percent of what youngsters are taught in school could profitably be discarded on grounds that it provides them neither with job skills nor with the "coping" skills that enable people to lead satisfying, self-confident lives. The career education approach is concerned with this and is attempting to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans – whether these plans be to find a job immediately, to go on to college or graduate school, or some other form of advanced training, or to enter the world of work for a time and then return to education.

While "employability" is considered to be the most important goal of education by the faculty of the University of Toledo Community and Technical College, they are not totally out of step with their colleagues in Phi Delta Kappa and Academe. Spearman Rho coefficients of correlation were computed between the rankings assigned by the 609 Phi Delta Kappans (PDK), the 60 representatives from 22 colleges and universities (Academe), and the faculty of the University Of Toledo Community and Technical College (Com Tech). These coefficients were 0.8192 between PDK and Academe; 0.6925 between PDK and Com Tech and 0.5517 between Academe and Com Tech – all significantly different from zero at the 0.01 level. In fact, as one looks through "The Goals of Education" as ranked by PDK, Academe, and Com Tech, the similarity of rankings seems quite

obvious with the exception of "Develop skills to enter a specific field of work." It seems that the faculty of the University Community and Technical College are saying to the Phi Delta Kappans and the Academe representatives: We agree, in general, with your rankings but are in disagreement with where you have placed "employability." If you would move "employability" from last to first, thereby agreeing with society, and leave the other goals pretty much where they are, we would be in strong agreement. The fact that the Com Tech faculty are in agreement with society on the importance of "employability" may, in part, explain the phenomenal growth rate that these institutions have experienced during recent years.

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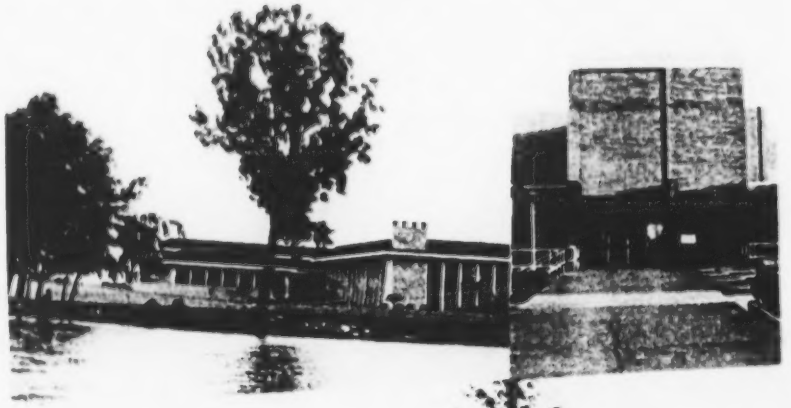

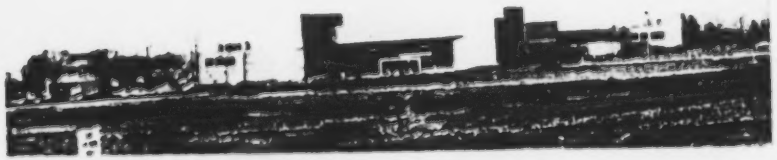

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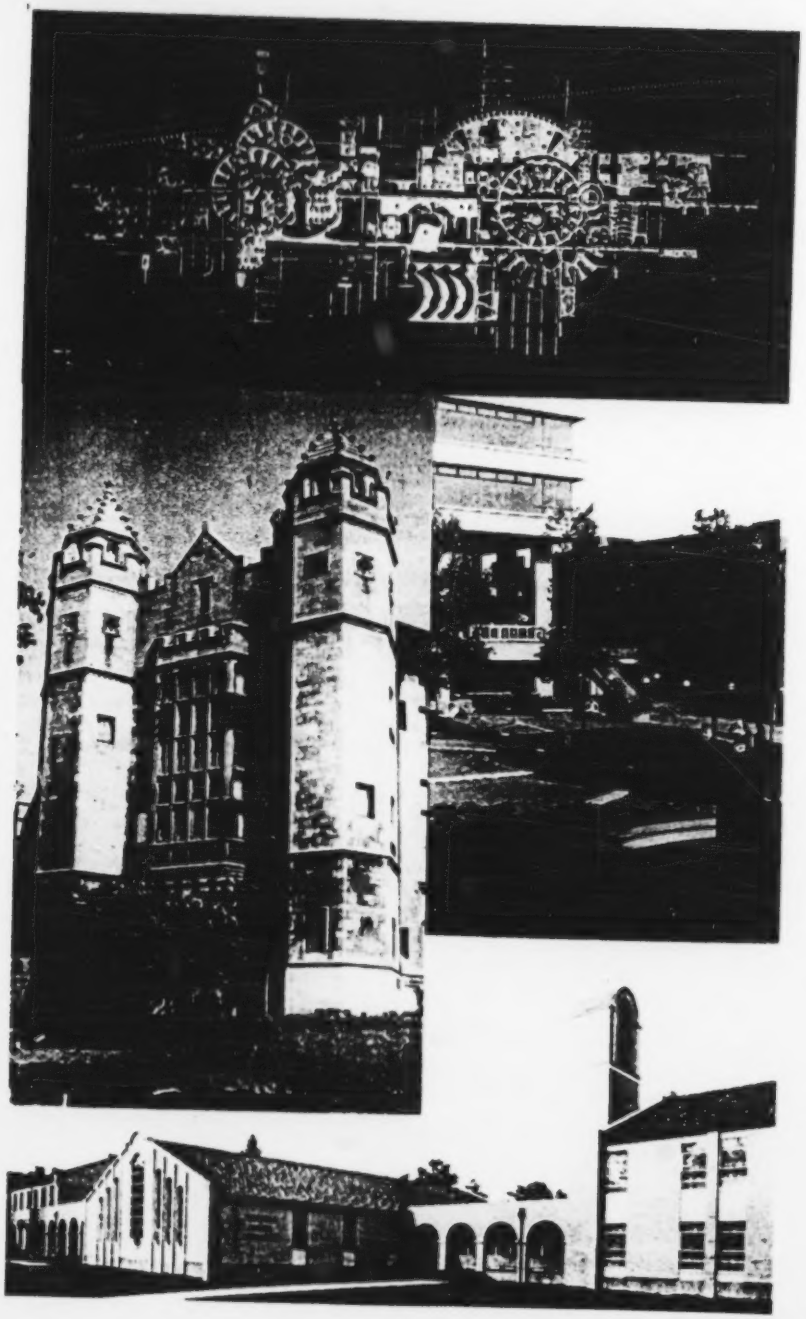

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PRACTICUM:
Central Ohio Technical College's Policy for Improved Spelling

Lee Hall

Overview

The word today is COMMUNICATIONS.

One of the important truths that every college student should know is the importance of *effective communications*, both written and spoken.

We need to communicate today as never before in the history of the world. Effective communications can build bridges of understanding across the generation gap, between students and their teachers, between teachers and administration, between citizens and their government, between businesses and their publics, between the two sides at the conference table or the peace table.

We are a nation beset by many problems: the deterioration of the environment; the decay of the cities; the congestion of abundance; the tension among minorities; the tension between contries of the world; the disillusionment of people with their government; and, as Alvin Tofler phrases it, "the future-shocked generation" of the "pre-packaged society" brought about by the fast and ever-increasing change of pace. The greatest priority today is to prepare people to cope with their problems by training them to communicate more effectively.

More and more young people are being told to increase the number of interfaces – this is what we do in management when we increase the opportunities for people to be exposed to each other. For people who are "being exposed to each other," successful communications is essential.

Successful communications involves the understanding of the communicative process, the psychology of understanding self and others, as well as the melding of all areas of communications – writing, reading, speaking, and listening – into an integrated process. Successful communications, then, involves the solution of real problems and requires thought and skill.

Furthermore, successful communications involves the "three s's" - syntax (word order), semantics (word meanings), and spelling (correctness of the word).

Problem

Sadly, more and more young people (and some older students) are entering colleges all across the nation and all across Ohio with little knowledge of the *basics* of the English language – the plain mechanics of grammar and spelling. High schools, whatever the reason, are increasingly turning out students who graduate with fairly average grades in English but who come to college woefully unprepared to cope effectively with the language of their country.

This problem of spelling is not new – it dates back to the Revolution and beyond. Most people were notoriously poor spellers in those days. Often brothers spelled their family name in different manners simply because the

average man was not schooled formally and had little opportunity to write. (The Jeffersons, Henrys, and John and Samuel Adams were the exceptions rather than the rule. Washington, himself, was a poor speller.) It was an era of education for the classes, not the masses. After the War of the Revolution, many young Americans turned from war to arts, the letters, and science. The keynote of this movement was struck in 1778 by Noah Webster, a twenty-five-year-old schoolmaster at Hartford: "America must be as independent in *literature* as she is in *politics*, as famous for *arts* as she is for *arms*." He did his best to make her so with his famous bluebacked speller, *The American Spelling Book*. The *American Spelling Book*, which simplified the King's English by omitting the u from words like *labour* and *colour*, and spelling wagon with one g, became an all-time best seller and remained in print for over a century. Although Webster did much to simplify the English language, today's students will testify that the phonetics and spelling of many words still cause complications and problems in their mastery of the language.

In analyzing this problem, two questions should be raised.

First, why is this happening? To answer this question in depth would take a great deal of research. However, two factors are readily apparent: (1) The students do not see the *relevance* of communications and the English language to their future as a person and as an employee/employer, and (2) the students have not been *motivated* to master this relatively complicated group of skills – word knowledge, grammar and spelling (mechanics), and psychology.

The second question which should be raised is: What can we of an educational institution at the college level do to correct this snowballing situation?

These two questions are the questions we have been asking ourselves at Central Ohio Technical College. During a few problem-solving conferences, the emphasis focused on this question: How do we effect a change pattern and teach our students to become better spellers and more effective communicators?

Three key words evolved from "brainstorming sessions" – awareness, relevance, and motivation.

Obviously, the students must become *aware* of their spelling and communications problem. Many students simply do not realize that they have spelled a word incorrectly. These students have spelled the word incorrectly so long that the wrongly spelled word looks right to them.

Most students will become better communicators and spellers only when they see the *relevance* of communications to their success on the job. Business and industry need people with good communicative skills. What we instructors must do is to communicate this fact to our students. Students must be made to understand that how well they communicate in their future occupation may determine whether or not they progress in their job. Indeed, it may even be the determining factor in whether or not they are hired in the first place. In the competitive jungle of business, there is no place for the person who spells "business firm" as "business ferm." It couldn't happen, we think. But it does. The student who writes "perpis" when he means "purpose" may never achieve entrance into the world of competitive business. As soon as students understand this very fundamental fact, they make a real effort to improve.

There is ample evidence that students' skills have not developed because of a lack of *motivation*. The way to motivate the students is to *show them how they benefit*. By showing students how better spelling, better use of grammar, and better communications will benefit them, we should bring about the desire to change – assuming that we have first made them aware of their problem. These agents of change – first an awareness of the problem, then the motivation to change – should bring about a modification of behavior in the learning process.

Practicum

Having made the students aware of their problem, and having shown them how they benefit by changing, what then? Obviously, the next step for us is to provide some simple method or practical way in which the desired change can be produced.

In grappling with this problem in April of 1975, the Administration, the Communications Faculty, and the Curriculum Committee of Central Ohio Technical College endorsed the following proposal which we believe will assure more efficient communications on the part of the students:

> All students will be required to purchase a small spelling dictionary as part of their first communications course. The small book, *20,000 Words*, a McGraw-Hill publication compiled by Leslie, will serve as the spelling authority and will comprise the *"COTC Style Manual"* which will be followed by all COTC faculty and students. Each COTC faculty member will henceforth require that words in papers and reports be spelled correctly.
>
> Further, it is recommended that no paper may earn a grade of A if there are words misspelled, provided the paper is one in which the student is permitted to use reference material.
>
> *College English For Business*, an H. M. Rowe publication, will serve as our source of authority on grammar and punctuation.

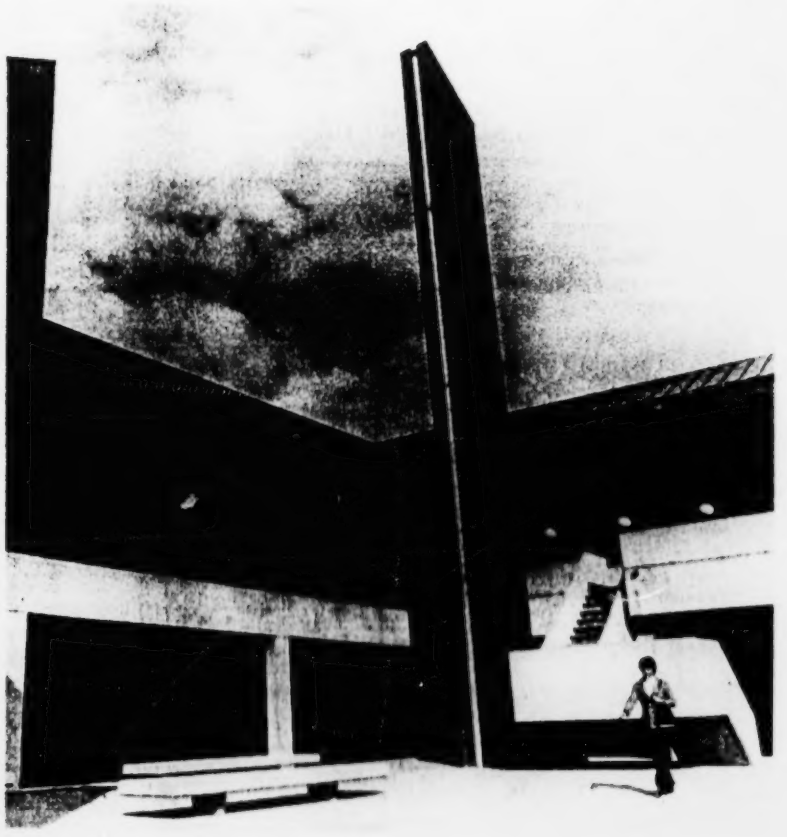
What this directive accomplished was to bind *all faculty* into a *united effort* which will give support to the Communications Faculty and show students the *immediate relevancy* between acceptable standards of grammar and spelling and their grades – not only in the subject of communications, but in all subjects. Still more important, this directive established that top Administration backed this policy. In any change situation it is imperative that top management or top administration be committed to whatever policy is implemented in order to assure a successful outcome. COTC Administration is committed to this policy.

In summary, one of the biggest problems in communications today is the increasing numbers of students who have not mastered the mechanics of grammar and who can't spell, compounded by the fact that most of them are unaware of their problem. Others, aware of the problem, simply shrug their shoulders with a "so what" attitude. They have not seen the relevancy of improved communicative skills with a more rewarding life style and economic future and thus have not been properly motivated to expend the effort necessary to become effective communicators.

To overcome this problem, we educators—administrators and faculty alike—must make a commitment and present a united front in making students aware of the problem, in showing students the relevancy of the problem to their future success, in motivating and establishing a desire for change in our students, and in providing some practical tool for helping the students achieve the objectives and goals of acquiring more effective communicative skills.

By all indications, feedback shows that this directive adopted by COTC is accomplishing its primary objective: improved spelling.

Lee Hall is an instructor of
Communications at Central
Ohio Technical College, Newark



FORUM:
Collective Bargaining In The
Two-Year College

The Forum is reserved for the presentation of controversial issues affecting the two-year college. This month two experts present two sides of the many-faceted problem of collective bargaining. Dr. Barnes is the Director of the Central Ohio Technical College and the Ohio State University, Newark Campus; Dr. Hitt is the Director of the Center for Improved Education at the Battelle Institute.

TO BARGAIN OR NOT TO BARGAIN:
The Point of View of One Administrator

Robert A. Barnes

To assume that the establishment of faculty collective bargaining on campus is a situation all bad or all good is as erroneous as most other simplistic, dichotomous conclusions. For some institutions, it might be the best thing that could ever happen; for others, it might be the worst.

Many experienced faculty members and administrators are deeply concerned about the trend toward more collective bargaining on campus primarily because the practice usually works against the best faculty and the best administrators. An administrator who has devoted most of his professional career to promoting the interests of students, faculty and the institution as a whole may, all at once, find that he is in an adversarial relationship—an all-out tug-of-war—with the very faculty whose interests he has worked diligently to support and accommodate over the years. This situation is like being asked suddenly to testify against a member of one's own immediate family. The better the administrator, the more conscientious and effective he has been, the more he is influenced by such a situation.

Before a faculty group decides to ask for an adversarial relationship with the administration, (and, regardless of what some may say, the relationship is an adversarial one) they should be very sure that the new faculty leadership will be significantly more effective than the present administration in reaching the faculty's most valued goals. There are always two sides at every bargaining table. Before entering into a challenge of any kind, it is wise to consider the potential of one's adversary. Even though life on campus may not be quite as sublime as each faculty member would desire, it is still possible that the present administration, working with and for the faculty, may be more desirable than an adversarial relationship. One can only decide the matter in terms of his own situation.

Professional organizers may give assurances that life on the campus can only be better with the advent of collective bargaining. Whether life is actually better or worse will, in fact, be determined by how things were to start with and by one's own individual professional values. Among those who have entered into negotiations, there is nearly unanimous agreement on one thing – regardless of what the college community is like before collective bargaining, it is never the same after collective bargaining becomes a reality.

PROJECT USHER:
An Alternative To The Management-Labor Model

William D. Hitt

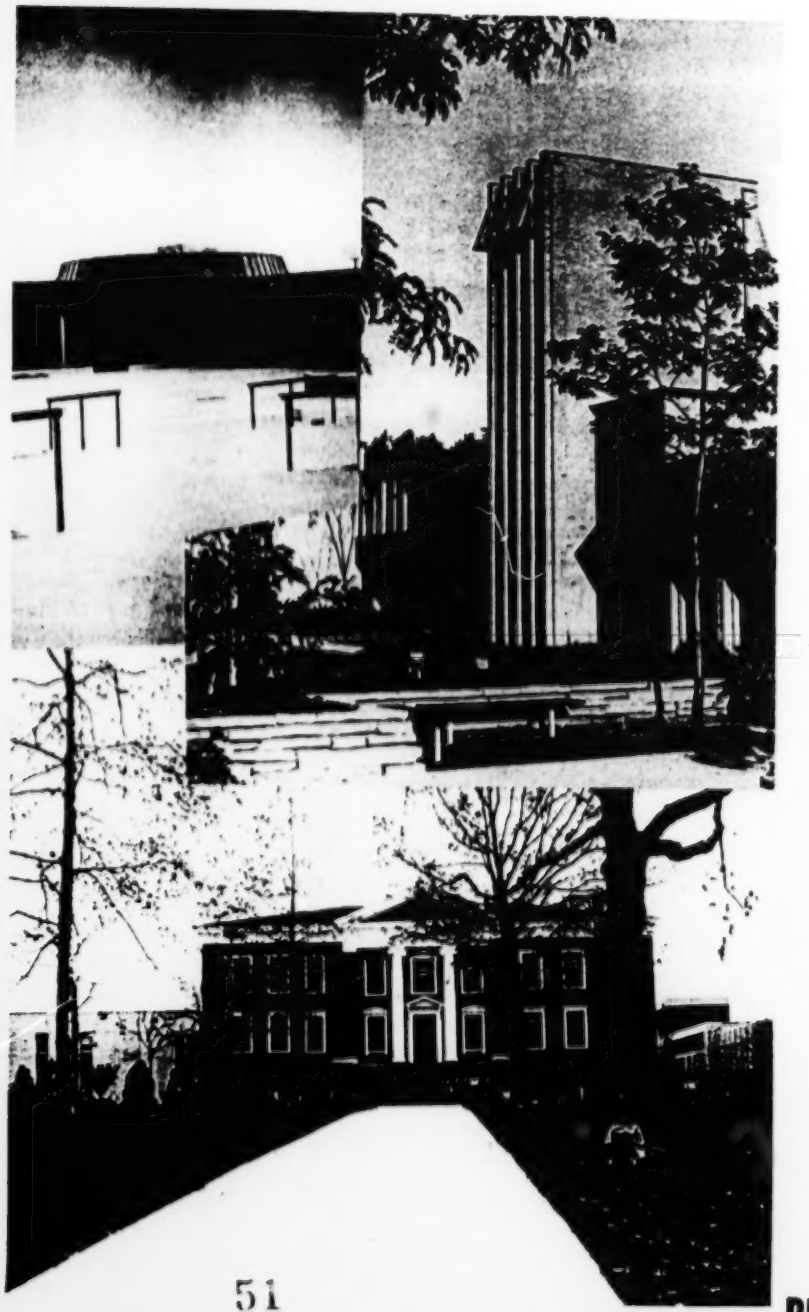
The management-labor model has brought forth a true polarization of administrators and faculty in the two-year college. Administrators have become "management," and faculty have assumed the role of "labor." It's "us versus them." There is a struggle for power. Each side tries to maximize its own gains and minimuze the gains of the other side. It is assumed by both sides that there is a fixed amount of power in an educational system. Thus, if one side gains in power, it then follows that the other side must lose a corresponding amount of power.

The management-labor polarization has produced in the two-year college two distinct groups of people, each working toward different goals – its own. This is the antithesis of the situation in which the various groups of people are working together to achieve common goals.

I would suggest that Battelle's USHER model is a reasonable alternative to the management-labor model. USHER is an acronym for "Uniting Science and Humanness for Educational Redesign." The underlying assumption is that the scientific dimension of educational management should be united with the human dimension in order to "usher in" a new model of educational management. Representing the scientific dimension is Management by Objectives. The human dimension is reflected in Participative Management. Joining the two together gives us "Participative Management by Objectives."

The purpose of Project USHER is to help two-year colleges implement a humanistic management system. This purpose is achieved by giving each college the capability to redesign its own educational system through implementing a Management by Objectives system within the context of Participative Management.

Participative Management by Objectives can serve as the bond to unite administrators and faculty in their common desire to provide effective education for students.



51

OHIO ASSOCIATION OF TWO-YEAR COLLEGES
ANNUAL CONFERENCE
November 7 & 8, 1975

The annual fall conference's function is to implement the basic objectives of the OATYC: to enhance two-year college education in Ohio through the exchange of ideas, concepts, and methods; and to inform the public of the status, progress, and advantages of two-year colleges.

The conference provides workshops and outstanding speakers that generate new ideas and thus provides a vehicle for each of us to express his/her views and to learn from the others.

The diversity of participants (individuals and organizations) insures each of us an opportunity for exposure to a broad range of knowledge and experiences.

The theme for the 1975 Conference is *New Directions In Two-Year Education.* The program includes topics ranging from Early Childhood Education to Mature Citizens Programs, from Collective Bargaining to Legislative Input along with information exchanges pertinent to many specific areas of the college environment.

This year's host is The Michael J. Owens Technical College, Toledo. The center of the social activities will be the French Quarter of the Perrysburg Holiday Inn. Registration information is available through the office of their President, Dr. Jacob H. See, Owens Technical College, Caller No. 10,000, Toledo, Ohio 43699.

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52

REACTION:

The Reaction section of the *Journal* is reserved for feedback from readers. Dr. Monnin, Chairman of General Education at Clark Technical College, reponds to the Rousos-Hartley article presented earlier in this issue. Comments from readers on this and other controversial points are welcomed for future Reaction pages.

Reaction to Professors Rousos and Hartley's "Employability: A Necessary Goal Of Education!"

Lloyd N. Monnin

It seems that Americans have a penchant for laying at the feet of their educational system any and all types of responsibilities. If something is a responsibility of someone, that someone ought to include its achievement among his goals. And in a society committed to the goals and ideals we set for ourselves, I suppose the Gallup Poll is an effective means for determining the arameters of our current penchant.

I do not here wish to question the apparent conclusion included in Rousos and Hartley's title, but merely to point out that it, in itself, involves a goal impossible to achieve. More precisely, I wish to question the authors' interpretation of data in their own goal-setting for society and its educational system.

First, it has been known for several years that an individual's membership in a union is a greater determinant of his "lifetime worth" than is the amount of his education. Shall we accept the obvious conclusion that education ought to promote membership in unions? I for one do not like the measure with which we here are asked to measure "employability." It should be noted also that the "lifetime worth" of a college education has been declining in recent years along with the increased numbers awarded college degrees.

Second, I question the commitment of community colleges (of the nation or ours here in Ohio) to technical education. It seems rather that community colleges, for the most part, failed to take this social charge seriously until the advent of technical colleges on the scene brought pressure to bear upon community colleges and four-year institutions alike. Until this time many community colleges remained, for practical purposes, junior colleges offering little other than the first two years of a baccalaureate program.

However, the greatest misinterpretation of facts relative to the Fifth Gallup Poll is in regard to the authors' question of society, "Should employability become a goal of education?" They indicate society's answer to be a resounding, "Yes" and cite the Fifth Gallup Poll as proof. Gallup's poll asked of 1,627 adults the following question:

> Should public schools give more emphasis to a study of trades, professions, and business to help students decide on their carerrs?

It is true that 90% of all groups of respondents to this question gave an affirmative answer but this is a vote that assistance be given to students in the making of a "career or vocational choice", not for "employability" or preparation for a specific vocation, career, or profession. It is true that this position (preference pattern of the polled), as interpreted by the authors, *is* in contradiction to the results of the Phi Delta Kappa opinionnaire quoted in their article. The distinction I am making is highlighted by goals number 13 and 16 of the PDK questionnaire. I believe education for vocational/career choice (item #13) to be a goal of general education whereas training for a specific type work, career, or profession (item #16) should not be considered a "high-ranking goal" for education generally. This conviction is corroborated by the preferences of both the PDK and Academe groups which ranked item #16 sixteenth and eighteenth respectively.

In research completed by the present writer 131 deans of instruction and department chairmen of two-year institutions throughout the nineteen-state North Central region ranked "Vocational Choice" as fourteenth out of sixteen "goals of general education." Interestingly, both the deans of instruction and the chairmen of General Studies departments gave this goal a ranking of 14th out of 16 while the chairmen of Technical Educational Programs ranked it 11th out of sixteen.

MEANS AND RANKS OF GENERAL EDUCATION OBJECTIVES BY COMPOSITE PROGRAM ADMINISTRATOR TYPE

(Monnin, "A Comparative Analysis of the Perceptions of the Objectives of General Educators in Two-Year, Associate-Degree Programs of Technical Education," Unpublished Dissertation, University of Notre Dame, 1973)

Objectives of General Education	Academic Dean N = 56		Technical Program Administrator N = 38		General Education Administrator N = 37		Composite Total N = 131	
	X	Rank	X	Rank	X	Rank	X	Rank
Knowledge	3.59	11	3.84	8	4.11	6	3.81	10
Cultural Heritage	3.52	13	2.89	14	4.08	7	3.50	13
Creativity	4.75	2	5.08	1.5	4.92	3	4.89	2
Desire for Knowledge	4.13	8	4.11	7	4.97	2	4.36	4
Practical Knowledge	4.32	5	4.24	6	4.41	5	4.32	5.5
Communications Skills	4.95	1	5.08	1.5	5.24	1	5.07	1
Physical Health	3.13	15	2.76	15	2.97	15	2.98	15
Mental Health	3.84	9	3.82	9	3.92	9.5	3.85	8.5
System of Values	4.21	7	4.39	4	3.89	11	4.18	7
Aesthetic Sense	4.23	6	3.21	12	3.95	8	3.85	8.5
Vocational Choice	3.14	14	3.34	11	3.30	14	3.24	14
Home and Family	3.57	12	3.53	10	3.41	13	3.51	12
Citizenship	4.48	4	4.47	3	3.92	9.5	4.32	5.5
World Membership	2.61	16	2.29	16	2.78	16	2.56	16
Empathy for Humanity	4.61	3	4.34	5	4.62	4	4.53	3
Passengership	3.79	10	3.13	13	3.59	12	3.54	11

This would support the concept that the public (5th Gallup = 90%), 1,020 Kappans (13th out of 18 choices) and 60 representatives of "Academe", (17th out of 18 choices) does in fact give priority to the goal of vocational choice but *not* a "rather high ranking" one. The responses to items #11 and 16 indicate the relative strength assigned both "vocational choice" and "preparation for a specific field of work."

In conclusion, it should be noted that there is some question first as to the meaning of "employability" and secondly, the assumed necessary relationship between it and "training for a specific field of work." It appears that many employers are as interested in the general and communicative skills of employees as they are in the strictly technical skills which the employees might have when they come to the job. Many perceive the technical as highly desirable, the general as *sine quo non*. It probably would be more correct to say that employers, having a choice, would wish both and that in a very large percentage of thoday's occupations a balance between the two is a desirable, if not a necessity. This latter is certainly true enough to warrant that educators recognize this fact and at least to avoid seeking to separate the technical and general or emphasizing the one to the detriment of the other.

OATYC JOURNAL

VOL. I NO. 2 MARCH 1976

THIS ISSUE

COMMENT

The Meaning of the Bicentennial for the Two-Year College

TEXT

Focus on Columbus Technical Institute

Toward Scholarship

Articulation for Nursing Education: Implications for Personnel Services

On the Appropriateness of Plato's Meno *as a Teaching Model*

PRACTICUM

Central Ohio Technical College "Policy on Faculty Tenure"

FORUM

Issue: Teaching Morality in the Two-Year College Classroom

PLUS ONE

Realistic Testing and Evaluation Methods in Technical Courses

REACTION

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

Vol. I No. 2 March 1976

The Journal of The Ohio Association of Two-Year Colleges is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMPONENT "B" **WORK SAMPLES**	OF: ■ APTITUDES (Cognitive and Psychomotor)
COMPONENT "C" **EMPLOYABILITY ATTITUDES**	OF: ■ ATTITUDES ■ VALUES
COMPONENT "D" **LIVING SKILLS**	OF: ■ FUNCTIONAL LITERACY

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	■ IDENTIFIES SKILL IMPROVEMENT ■ DIRECTS TOWARD OCCUPATIONAL AND TRAINING OPPORTUNITIES IN THE WORK SAMPLE CLUSTERS
PROVIDES ■ MANAGEMENT PLANS ■ ACTIVITY MAPS ■ INSTRUCTION	■ IDENTIFIES GROWTH AND CHANGE ■ REFERS PEOPLE TO TYPES OF EMPLOYERS OR INDUSTRIES WHOSE EXPECTATIONS THEY BEST MATCH
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TABLE OF CONTENTS

Contents 5

Comment

The Meaning of the Bicentennial for the Two-Year College – James D. Fullen, Editor 6

Text

Focus: Filling the Need for Technicians and Paraprofessionals – Howard Vawters, Columbus Tech 8

Toward Scholarship – M. Beth Hunker, Columbus Tech 11

Articulation for Nursing Education: Implications for Student Personnel Services – Francine P. Hekelman, Lakeland Community College 14

On the Appropriateness of Plato's Meno *as a Teaching Model – Joyce Burt Brice, Kent State University, Tuscarawas* 20

Practicum

Central Ohio Technical College Policy on Faculty Tenure 24

Forum: Teaching Morality in the Two-Year College Classroom

The "Profess" in Professor – Richard D. Matthews, Cuyahoga Community College, Western Campus 28

Paid to Teach or Preach? – Raymond F. Jezerinac, The Ohio State University, Newark Campus 29

Plus One

Realistic Testing and Evaluation Methods in Technical Courses – Ronald J. Tocci, Monroe Community College 32

Reaction

Letters 38

Reaction to Francine P. Hekelman's "Articulation for Nursing Education: Implications for Student Personnel Services" – Constance Murphy, Clark Technical College 39

Response to Francine P. Hekelman's "Articulation for Nursing Education: Implications for Student Personnel Services" – Victoria Wellington, Central Ohio Technical College 40

Information for Prospective Contributors 41

OATYC Campus Solicitors 42

OATYC Membership Role 43

COMMENT:
THE MEANING OF THE BICENTENNIAL FOR THE TWO-YEAR COLLEGE

James D. Fullen, Editor

The second *Journal of the Ohio Association of Two-Year Colleges* is our Bicentennial issue in honor of our nation's 200th birthday. If faced realistically, a national birthday celebration can be a dynamic and rewarding process -- for national birthdays, like human birthdays, offer opportunities that we should not take lightly. As teachers and citizens, we cannot afford to disregard our past, but neither can we afford to look back nostalgically, like a colonial Tory, and mourn days-gone-by as something lost, because with that act, we blind ourselves to our future. Birthdays symbolize more than our birth and passing days: they symbolize achievements, failures; strengths, weaknesses; serenities, crises; loves, hates; and most of all, joys, experiences, and learnings. Birthdays remind us of the past in order to enrich the hope for a more productive future. Birthdays serve to reconnoiter where we have been so that we may better select where we are to go.

A Bicentennial is a once-in-a-lifetime affair -- a chance to pause and to step outside our daily living and to step into and survey our past -- to feel kinship and to evaluate, appreciate, and preserve that which gives the United States and its people identity. As never before, our identity is threatened by the constant and continual acceleration in the rate of change in both the American problems: war, pollution, government, discrimination, criminal justice, poverty, health care, housing, family planning, transportation, and education, and the methods and approaches for handling these problems: changing patterns of management, humanistic concerns beyond imagination, international cooperation that may blur our national boundaries, and radical new concepts of and in education. And the Two-Year College is not only one of these concepts, but the author and propagator of a fabulous number of even newer concepts -- "career-ed," "open-door," "individualized instruction," "local control," "community orientation," "continuing-ed," "associate degree," and many more.

This year, the focus of our Bicentennial and of Two-Year Education must be humanistic. To be true to the themes of the 1776 generation of Revolutionaries, we must stand against all that dehumanizes in an age when our national potential stands at its greatest. The Two-Year College offers America the greatest approach in realizing and utilizing that potential. For as the Bicentennial symbolizes the earlier transition from rights for the privileged to equal rights, the Two-Year College movement ushers the United States into a new age -- from higher education for a few to higher education for all. With this in mind, together we must fulfill our commitment and keep our promise with dedicated teaching of our students and ourselves, with the initiation and completion of necessary research, with the writing and publishing of needed texts, and with submission of new ideas, innovations, and perspectives in journal articles for consistent exchange of knowledge and theory, and thereby make the Bicentennial birthday the greatest birthyear Uncle Sam has ever known.

-- James D. Fullen

TEXT

BICENTENNIAL FEATURE:
Ohio's Educational Beginnings

WAYNE COUNTY - The City of Wooster had no public schools prior to 1821. Children attended subscription schools for fifty cents per week if their parents thought they needed an education. Wooster had two schools for girls, The Wooster Female Seminary founded in 1817 and the Grove Female Academy in 1853. In 1853, the State Legislature passed the "Free Ohio School Bill" and by the following year there was a free school in every ward of Wooster. Today, Wooster is the home of The Ohio State University Agricultural Technical Institute.

LICKING COUNTY - The City of Newark was laid out in the spring of 1802. "Schooling" in the early days was held in the open air, in someone's barn, or in a pioneer dwelling. Most of the first schools were subscription schools founded and operated by persons who deemed themselves qualified. On Feb. 25, 1825, the General Assembly empowered the School Board to levy a tax for the use of common schools. All children within the district between the ages of four and twenty-one were privileged to attend. Newark is now the home of Central Ohio Technical College and The Ohio State University Newark Campus.

MEDINA COUNTY - There were three early schools in Medina County including the West Townline School in Brunswick (1816), a school in Weymouth (1817), and the Liverpool and Brunswick School at Westwood Center (1817). Today, the Medina County area is served by a University of Akron branch campus and The Ohio State University Agricultural and Technical Institute.

FOCUS: FILLING THE NEED FOR TECHNICIANS AND PARAPROFESSIONALS

Howard Vawters

Each issue, the JOURNAL focuses upon one of Ohio's two-year colleges. This ussue, Columbus Technical Institute, one of Ohio's first technical colleges and a leader in "tech-ed," receives the Focus.

Today, there is an increased emphasis on the need for education beyond the high-school level to meet the growth in technoligical, environmental, and human relationships problems nationwide. While the need for professional and scientific personnel was established decades ago, the even greater need to educate those who could serve in a supportive capacity to those "experts" has only recently been implemented by the creation of the two-year technical colleges throughout the state.

Columbus Technical Institute, located at 550 E. Spring Street, Columbus, Ohio, is the largest state-assisted, two-year technical college in the Ohio system and is indicative of the growth and development of this program of higher education.

Originally established in 1963, by the Columbus, Ohio Board of Education, as The Columbus Area Technicians' School in response to requests from business and industry for adequately trained technical personnel, the program has grown to include twenty-six technologies serving over 4,000 students. Starting with 67 students in three technologies, the Columbus Area Technicians' School soon outgrew its quarters in the basement of Central High School and moved to the present campus. In May, 1966, the Ohio Board of Regents approved the creation of the Columbus Technical Institute District consisting of the whole territory of the Columbus Public Schools District. In July, 1967, Columbus Technical Institute was chartered as a unit in the Ohio System under the Ohio Board of Regents and now serves a district which includes Franklin, Delaware, Madison and a portion of Fairfield, and Union Counties.

The Operation Plan of the Columbus Technical Institute includes the following Mission Statement:

The mission of the Columbus Technical Institute is to provide the highest quality technical education program designed to offer each student maximum opportunity to learn and develop; to seek out creative and effective organizational and educational ideas, and to test, improve and implement those ideas which meet the needs of the community and the students, at a reasonable cost.

The Mission Statement recognizes the college's responsibilities to the student, the employing agent, and the community.

Consistent with these objectives, Columbus Technical Institute defines three major goals: first, to provide students with an education which will enable them to function effectively in a wide range of positions upon graduation; second, to provide business, industry, and public agencies with productive employees; third, to provide the community with responsible citizens.

A prospective student to the Columbus Technical Institute should be a high school graduate or demonstrate appropriate evidence of high school graduation equivalency. In addition, certain high-school courses are required, or recommended, for applicants in each technology. Prospective students lacking required courses are encouraged to enroll in the Pre-tech program.

Academically, the program is separated among six major divisions: General Education, Business, Engineering, Health, Public Service, and Continuing Education. Four of these divisions-Business, Engineering, Health, and Public Service-are responsible for granting the two-year Associate Degree. The General Education Division is comprised of departments offering required courses and electives for degree programs. The Continuing Education Division coordinates the program of evening classes and, also, supervises special non-credit programs, workshops, and seminars.

The variety of career opportunity studies is indicated by the offerings of the four degree-granting divisions. These include:

BUSINESS DIVISION

(Associate in Applied Science Degree):

Accounting
Banking/Finance
Business Data Processing
Business Management
Food Service
Graphics Communication
Retail Mid-management
Sales Marketing
Secretarial Science
Wholesale Mid-management

ENGINEERING DIVISION

(Associate in Applied Science Degree):

Architecture
Aviation Maintenance
Civil Engineering
Electronic Engineering
Mechanical Engineering
a. Design Option
b. Industrial Engineering/Management Option

In addition to the degree-oriented technologies, the Engineering Division also offers two "Certificate Programs": Electronic Service and Mechanical Drafting. The certificate programs provide for a one-year, intensive concentration in the specific area with a view to providing specialized, but limited, job skills.

HEALTH DIVISION

(Associate in Applied Science Degree):

Animal Health
Dental Laboratory
Medical Laboratory
Nursing
Optometric Assisting
Respiratory Therapy
Mental Health and Retardation

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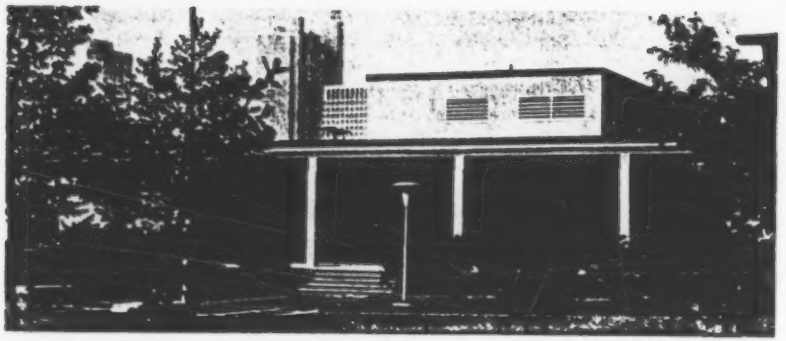

PUBLIC SERVICE DIVISION
(Associate in Applied Science Degree):

Fire Science	Law Enforcement	Social Sciences

To meet the educational needs of business, industry, and public agencies, the college has approval from the Ohio Board of Regents to offer the following technology programs:

Chemical Engineering	Audio-Visual	Surveying
Food Processing	Electrical Engineering	Aviation Administration
Metallurgical Engineering	Science Education	Instrumentation
	Traffic Engineering	

Preliminary approval has also been granted by the Ohio Board of Regents for development of the following technology degree programs:

Real Estate	Avionics	Medical Assisting
Physical Therapy	Gerontology	Automotives
	Child Care	

The growth of the Columbus Technical Institute has been consistent with the Official Plan of Operation developed by the Board of Trustees and approved by the Ohio Board of Regents in January, 1967. Since that time, the Ohio Board of Regents and the Ohio Legislature has committed in excess of $19,000,000 for site acquisition, site development, physical facilities construction, and equipment for the overall development of the Columbus Technical Institute. To date, campus development has resulted in acquisition and lease of approximately 25 acres of urban property and the construction of over 410,000 square feet of service space for students and the community.

Future programs include the development of off-campus educational facilities in the various counties served by the college. Pilot programs are currently being implemented to facilitate plans for future expansion. Campus development continues and a massive building program-additional classrooms, laboratories, parking facilities, etc.-will be completed by Autumn Quarter, 1976. Plans for additional academic buildings are currently being developed and land acquisition projects are nearing completion-all designed for the achievement of the announced mission of the college.

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TOWARD SCHOLARSHIP

M. Beth Hunker

The two-year technical college has been accused by industry of doing poorly what industry felt better equipped to do as "on the job" training; four-year colleges have assumed that technical colleges were "soft" on content, extending high school to greades 13 and 14; and the students who arrived on the two-year college campus, whether they were 18 or 48, came bewildered by what it was they were expected to be learning in the classes not "relevent" to their technology. Once in classes, however, most serious students have found that they are most challenged by the courses they felt were not training courses but courses which have extended knowledge beyond that of technical skills. Industry, too, seems to be encouraging its young workers to elect as many courses outside technical course work as possible and return to their own training programs equipped with a broader cultural and aesthetic understanding of society.

In the past four years the expectations of the serious evening student have grown. This growth and self-motivation is most evident in the third-quarter writing course which requires him to research and write a 2000 word paper on a topic of social significance. Four years ago, in a class of 24 students, only two of the twelve firefighters in the class initially accepted the challenge to write a paper removed in content from their fire science technology. Resisting "foreign" research (one firefighter's word for research not relevent to firefighting), three students wrote papers directly related to firefighting: "The Training of the Professional Firefighter," "Professionalism in Firefighting," and "New Concepts in the 70's in Firefighting." Two papers on suicide prevention were related to fire department emergency services. The seven other firefighters examined topics which they admitted were fascinating: guaranteed annual income, TV newscasting bias, gun control, voters and the two-party system, censorship of pornography, physical education in the public schools, and meaningful vocational education in the public schools. The other twelve students in the class, representing seven other technologies, readily accepted the challenge to write a paper "of interest to all of us" and researched topics about which they had no previous information. These were younger students (ages 19 through 29) than the firefighters who were 26 through 48. Without question, the under-30 student is more liberal in his social, economic, and policical outlook, and he is more enthusiastic about researching and resolving social issues. The best papers of this younger group were those on "The Right of Privacy" (a study of information stored by social security number in 57 data banks in Washington, D. C.) and on "Executive Opportunities for Women in Industry." These papers, both written by women under 25, were well documented, filled with statistics, quotations from authorities, and illustrations. They contained excellent conclusions in which summary and possible solutions were suggested and in which predictions were presented in rigidly objective exposition.

One year later, in the Spring of 1973, six firefighters in a class of 36 wrote on the energy crisis, capital punishment, the open classroom, abortion, and housing discrimination. The 30 other students in that class whose technologies were nursing, community services, animal health, food service, engineering,

drafting, accounting, and business, wrote on welfare, abortion, suicide, rising medical costs, vocational education, the death penalty, gun control, professional sports, presidential campaigns, female employment opportunities, no-fault divorce, and socialized medicine--all papers dealing with costs affecting the tax payer and middle income wage earner to which status, obviously, these students aspire. Papers dealing with gun control, the death penalty, and liberal abortion and divorce laws, as well as the women's movement, elicited the most heated and biased classroom discussion; in many cases, the only "objective" view was the one held by the student who had researched the paper and discovered no easy solutions to problems rooted in racial and economic inequalities. In that class the best papers dealt with welfare (by a student who was a 60-year-old black woman employed by the Ohio Welfare Department) and with juvenile suicide prevention (by a student who was a 20-year-old Animal Health technician). The students in this class of 36 were all serious students who were motivated by a need to secure their positions and to earn more money, but who were also interested in looking at the problems they felt existed in society.

In the Spring Quarter of 1974, students' papers again dealt with such topics as the energy crisis (then a national issue), dishonesty in government (Watergate related), women's issues, and as always, gun control, the death penalty, prison reform, legalized abortion, and rising medical costs. That summer, President Nixon resigned, the energy crisis appeared to have been a manufactured one, and Viet Nam ended. Younger students were already finding difficulty getting jobs or keeping ones they had just begun; they were discovering that "training" was not enough to keep a good job, and that, indeed, training was often too limited to interest other employers. These students were convinced that their two-year programs needed a more liberal educational base. One student said, "My company wants me to get psychology and sociology here. They do the job training their way."

During the Spring Quarter of 1975, two classes of 64 students, intent upon getting their money's worth, eagerly researched topics which showed a new awareness and concern for current, unresolved social problems. Five students wrote on nursing home conditions; others on consumer protection, rising medical costs, medical malpractice insurance, teachers' and doctors' strikes, welfare cheating, organized crime, minority recruitment of police and firefighters. The old favorites -- gun control, prison reform and rehabilitation, suicide rates, euthanasia, as well as topics related to women -- no-fault divorce, women's increasing suicide and mental illness rates, and women in professional sports -- made up 50% of the topics researched. A new topic, Viet Nam, considered as a futile and wasteful effort, produced four excellent papers by veterans. About 10% of the remaining papers had been researched in previous years, but these were better researched and more thorough and original. Another 10% of the papers appeared as new topics: "Swingers and Swinging," "The High Costs of Movie Making Today," "The Paraprofessionals," "The Charismatic Movement," "Political Corruption in the Past 100 Years," "Independence: A New Role for Women," and "Creativity and Privacy." Of these papers, most were written with exceptional vigor and insight, extensively foot-noted, with long or specific bibliographies showing intensive reading preparation. These papers were extravagant endeavors in that the students persisted when library research was difficult. One student read Walter Lippman, another Emily Dickinson, another George

Bernard Shaw to find thesis support. Three papers deserve some special consideration here because they are indicative of the better and more serious student arriving in the two-year college today, intent upon self-examination and self-improvement. For these students, the credentials we give at the end of two years are almost incidental to what the student intends to get for himself -- growth.

"The Paraprofessionals: The New Face of Professionalism" considered the roles of the legal and medical institutions as a monopoly with the public at their mercy. The paraprofessional was discussed as a challenge to the professional. The paper's opening sentence was a quotation from Bernard Shaw ("All professions are conspiracies against the laity.") and the body of the paper attacked with objectivity and without mercy, the rigidly established professions which protect and control their memberships. Although it might have been tempting, the student did not insist upon the innocence of the layman but upon his ignorance and poverty -- the layman knowes he is "ripped off" but he is ignorant of ways in which he can deal with the situation. The student concluded with the optimistic prediction that the "new face" of professionalism is the face of the paraprofessional who sounded a little too good to be true -- disinterested in personal wealth or status or power and motivated by compassion and intelligent skipticism. Thirty-three footnotes supported his optimism.

The paper, "Independence: A New Role for Women," used 14 sources for background reading, but the heart of the paper was written from 25 interviews with women married between the years 1950-1965. All 25 women who work full time from necessity freely discussed their fear of existing without financial support from men. The young black woman who wrote the paper concluded that the Women's Liberation Movement "has taught many women to stand up and live a life of their own with or without a man" and that the female mythology which prevented women from leading lives to full capacity is not acceptable to young women liberated in the 70's and that the young women must "teach the older women that the time to be strong is now." This paper was also well-written exposition and optimistic in outlook.

The paper on "Creativity and Privacy" probably was generated by the student's interest in Thomas Edison and in Edison's unique problem - solving genius. By looking at a few creative lives, the student concluded that "they all needed some form of privacy or seclusion" to feed the development of their creativity. Against the instructor's warning that "proof" would be difficult or impossible, the student "proved" to the satisfaction and applause of the class that his thesis was sound. To prove that "privacy of the mind" is the climate necessary for creative thinking, the student examined the lives of Thomas Edison, Emily Dickinson, J. B. Priestly, Louis Agassiz, and Leonardo de Vinci. For Edison and Agassiz (famous zoologist) and Priestly (author) sleep and dreams provided privacy and creative impulses; Dickinson's seclusion and de Vinci's solitary childhood were examined as productive to the creative genius in each. The student concluded that privacy and seclusion are not the only factors necessary to creativity but are important to creative thinking and the creative product.

The work of these students seems to be indicative of the performance of serious students in this particular two-year technical institute's program. Many students are no longer supported by veteran's benefits which put "easy money" in their pockets for attending. Many are no longer assured by industry of "stepping up" if the associate degree is in their pockets. Many have

discovered for themselves that soft content leaves them bored and cheated. Good students are demanding content in the course and scholarship of the instructor. No longer clinging to the little comforting spheres of their own technologies, as the first group of firefighters clung to "Fire Science" for security, students are more and more interested in spheres of knowledge, in philosophy and in logic, in psychology and sociology, in literature and creative writing, in self-expression, and in the creative and aesthetic impulses which move us all to open yet another unknown book and to grow intellectually as we read it. The student who forces upon himself and upon his instructors *scholarship* leaves us with more than our diploma promises.

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ARTICULATION FOR NURSING EDUCATION: IMPLICATIONS FOR STUDENT PERSONNEL SERVICES

Francine P. Hekelman

The system of nursing education provides three basic programs for the high-school graduate wishing to prepare for nursing practice: baccalaureate, associate degree and diploma. Each type prepares the graduate to take the state board examination for licensure.

The problem of distinguishing among levels of nursing has produced confusion not only for the institution but also the guidance counselor and, most of all, for the student who may be considering entering a program.

While graduates of associate degree and diploma programs may continue their preparation in senior institutions if they have the initiative and requisite ability, they will most likely be delayed in attaining a baccalaureate degree because of the inability to matriculate into a nursing program or because an increasingly limited portion of their course work is being accepted for transfer credit.

The purpose of this paper is to explore the problems presented by the lack of articulation between the components of the nursing education system and institutions of higher learning as well as to identify possible solutions that would provide for improved matriculation.

No one factor has been responsible for the diversity in nursing education programs. As with other disciplines, nursing education was influenced by many cultural elements such as the social and health needs of its people and technological and medical advances.

The decade of the sixties was marked by expansion in nursing education. Medicare and Medicaid, the shortage of nurses prepared to assume teaching, supervisory and leadership positions, the increased cost of operating diploma programs, the rapid growth of the community college, the emphasis on the importance of a college education, and the American Nurses' Association Position Paper (1965) were a few of the trends that helped to realign educational patterns in nursing.

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In 1965, the American Nurses' Association (ANA) Position Paper on Education made clear the ANA's position concerning education for those persons involved in the practice of nursing. The ANA (1965) recommended:

1. Education for those who work in nursing should take place in institutions of learning within the general education system.
2. The education for all those who are licensed to practice nursing should take place in institutions of higher education.
3. Minimum preparation for beginning professional nursing practice should be baccalaureate degree education in nursing.
4. Minimum preparation for beginning technical nursing practice at the present time should be associate degree education in nursing.
5. Education for assistants in the health service occupation should be short, intensive preservice programs in vocational education institutions rather than on-the-job training programs (p. 5-9).

Thus, the nursing profession seems to have accepted the principle that all basic nursing programs should be conducted in either a community college or a four-year college.

In its attempt to prepare practitioners to assume the expanding role of the nurse, the profession has sought support from the general education system.

Emphasis on the preparation of nurses within the general system of education created a great deal of confusion concerning the differentiation of roles in nursing practice. The National Commission for the Study of Nursing and Nursing Education (1970) recommended:

Each State have, or create a master planning committee that will take nursing education under its purview, such committees to include representatives of nursing education and other health professions, and the public to recommend specific guidelines for implementation and deadlines to ensure that nursing education is positioned in the mainstream of American educational patterns with its preparatory programs (p.107).

DeChow (1971) indicated that the dilemma facing the health professions concerned the development of an appropriate hierarchal structure in which functions, positions, and programs needed to prepare the professional cluster were defined so that students could be recruited and prepared for the differing roles of the practitioner.

In a study done by Dustan (1964) concerning characteristics of nursing students in the three basic programs, a major discrepancy was identified in the associate degree student body. It indicated that the student in the associate degree nursing program was inappropriately matched with the curriculum requirements designed as a terminal program at the lower division level.

Dustan (1970) reported:

The major stumbling block faced by nursing educators, today, and by the students who choose to prepare for a career in nursing, is the lack of direct articulation between the terminal preparatory programs for the preparation of vocational and technical workers and the baccalaureate programs which prepare the professional practitioners of nursing. Even at the less-than-baccalaureate level there is an absence of articulation between the preservice programs that prepare vocational and technical nurses. The student who chooses a practical nursing program enrolls in a terminally designed

curriculum which is not the same as that for the first year of a diploma or an associate degree program. By the same token, students who select technical preparation in hospital-conducted or community college-sponsored programs do not receive the equivalent of the lower-division component of a baccalaureate curriculum. In fact, the only natural progression from one educational level to the next that our system provides is that between baccalaureate programs and graduate programs leading to the masters degree (p.35).

The graduate of the associate degree or diploma program who changes his career goal must backtrack to pick up the required core courses before he is ready to undertake the upper division major in a baccalaureate program. A certain amount of repetition is inevitable; and for the student it is costly in terms of time, money and frustration. Repetition also produces a deleterious effect on the concept of continuing personal advancement.

Schmeidel (1973), a graduate of a licensed vocational nursing school, who earned an Associate Degree in Nursing and a B. S. in Nursing and an M. S. in Nursing, reported some of the frustrations encountered in climbing one rung of the ladder at a time. She stated:

I had disappointments as well as satisfactions though. I felt frustrated at not receiving direct credit for nursing courses ... as well as on the League examinations ... this should have been enough proof of learning ... (p. 403).

In an effort to correlate the disciplines of higher education and nursing, I propose to present the situation and the recommendations within the framework of the nursing process.

The process of planning nursing care contains four components: identification of the problem which includes the nursing assessment and rationale for the problem; the expected outcome or goal; the nursing actions which behaviorally-oriented toward the primary goal; and the evaluation of the nursing process.

The following is an adaptation of this structure to the problem at hand:

Problem	Expected Outcome	Actions	Evaluation
Lack of articulation between lower division (AD & Diploma) nursing programs for four-year programs due to transfer of Nightingale concepts and the establishment of hospital schools of nursing outside the higher education frame work.	Improve articulation for nurses into upper division nursing courses so that there may be one continuous educational program to prepare professional nurses beginning after high school and going straight through to the doctoral level.	Develop lower division transfer curriculums in selected two-year and four-year institutions which will articulate directly with upper division programs in nursing.	Establish criteria for validation of prior educational experience.
		Develop and implement a core curriculum in the health sciences which allows for vertical and horizontal mobility.	Develop assessment tools for periodic evaluation of personnel curriculum and the machinery needed to provide smooth articulation.
		Develop and implement a consortium approach to higher education in nursing. For example, with three community colleges in the Cleveland area, the preparation of licensed practical nurses could be completed in one institution. Then one of the remaining two could prepare the technical nurse. Finally, preparation for the baccalaureate program could be completed on one institution, i.e. Cleveland State University.	Evaluate standardized tests to project academic success in nursing.
		Establish an office of articulation to assist in policy development.	
	Provide the professional component of the nursing cluster to assume teaching, supervisory, and leadership responsibilities.	Increase the number of upper division nursing programs using both the public and privately supported sectors.	
		Expand enrollments in baccalaureate nursing programs by providing locations across the State of Ohio where stu-	

Problem	Expected Outcome	Actions	Evaluation
		dents could begin the lower division component of the curriculum.	
		Recruit students from all social classes using both publicity and privately supported lower and upper divisions of higher education.	
		Prepare the nursing cluster so that the professional component is providing direction.	Investigate staffing methodology where nurses are employed.
		Define the role difference between the professional and technical nurse.	Develop an evaluation tool which would identify the role of the technical and the professional nurse.
	Reduce attrition rates in the entire nursing education system.	Recruit in the high schools as well as in all levels of the consortium or health science curriculum.	Decreased attrition rates.
		Identify specific information for counselors concerning the various types of programs offered.	Compile student profiles that may identify characteristics peculiar to students in a particular program.
		Use health-care professionals with counseling background in Student Personnel Services.	Survey of students completing the program on effectiveness of counselors.

Problem	Expected Outcome	Actions	Evaluation
		Based on scholastic abilities, interest and personality inventories, place beginning students at the appropriate level of the consortium or core curriculum.	
		Implement a co-op work experience in the clinical areas.	Student feedback and evaluation by the clinical instructor.
		Develop evaluation tools for post-graduate follow-up	Investigate and develop new jobs for predicting success and job satisfaction.
			Student, employer feedback and evaluation by the clinical instructor.
			Determine post-graduate activities of students in an attempt to compile profiles of students who seek another level of education.
	Improve the quality of patient care.	Clinical practitioners would assume responsibility for seeing that every nursing action shows concern for the patient.	Identification and utilization of standards for clinical practice.
		Clinical practitioners would assume responsibility for facilitating the efforts of other health care personnel.	

Using this approach, the value of the lattice system or consortium approach would aid an institution as well as the individual student.

For an institution, it would decrease attrition, eliminate repetition, provide an open-door policy, and increase the selectivity process which would foster articulation. It would also encourage cooperation between the lower and upper divisions of the nursing education system allowing for a sharing of resources.

Through the consortium approach, faculty members could be placed at the level for which they are best prepared. To illustrate, the person with a doctorate in nursing would be placed in upper division nursing programs. This would provide the setting for improved interpersonal relationships between students, students and faculty, and students and administration.

For the student, the idea of articulation would ensure scholastic success, a greater degree of job satisfaction, motivation, monetary reward; consequently the idea of a terminal program in nursing would be eliminated.

For the professional in Student Personnel Services, this approach should provide a better knowledge of the levels of nursing education and the dichotomy which exists between the professional and technical nurse. Career-education planning would be facilitated and the administrative costs of education would drop in terms of time and money.

For nursing, it would define standards of clinical practice and standards of nursing education. It would guarantee safety by requiring the nurse to take state board examinations at each level of the lattice, thus insuring a greater degree of knowledge and competency.

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ON THE APPROPRIATENESS OF PLATO'S MENO AS A TEACHING MODEL

Joyce Burt Bryce

The development of the inquiry method of teaching is often traced back to Socrates, and Plato's *Meno* is usually considered to be the classic model. For this reason I have decided to examine the *Meno* in search of not a theory of education but rather an example of a creative learning experience.

In the context of the traditional classroom in which the "teacher" determines the content, it is refreshing to notice that the discussion takes off from Meno's question. Also, the experience does not take the traditional form of a teacher's monologue, but is rather a dialogue with Socrates asking questions and Meno replying. Socrates serves as a rigorous critic. He points out exceptions, qualifications, circular reasoning, and other logical flaws. He suggests examples, analogies, and definitions. However, there are several things about the interaction in the *Meno* that makes me very uneasy.

First, Socrates is very directive. He completely dominates the discussion. He asks for a definition, then through questions, leads the discussion around to disprove the definition. After two of Meno's definitions are disproved, Meno admits that at the moment he can't say what virtue is. He doesn't admit his

ignorance as much as accuse Socrates of incapacitating him. At this point, Socrates repeats the performance with a slave boy, leading him through a geometric proof that we are certain he couldn't reproduce. Twice he leads him to wrong answers to convince him of his ignorance, then he leads him to the correct answer. Then he returns to Meno and leads him through another dance to the end of the dialogue. He seems to be showing off at Meno's expense.

Not only does Socrates dominate the conversation intellectually, but he also takes a very superior attitude toward Meno. He is often ironic, even sarcastic with him. For example:

Meno: But are you in earnest, Socrates, in saying that you do not know what virtue is? And am I to carry back this report of you to Thessaly?

Socrates: Not only that, my dear boy, but you may say further that I have never known of anyone else who did, in my judgment.

Meno: Then you have never met Gorgias when he was at Athens?

Socrates: Yes, I have.

Meno: And did you not think that he knew?

Socrates: I have not a good memory, Meno, and therefore I cannot now tell what I thought of him at the time. And I dare say that he did know, and that you know what he said: please, therefore, to remind me of what he said; or, if you would rather, tell me your own view; for I suspect that you and he think much alike.

Meno: Very true.

Socrates: Then, as he is not here, never mind him, and do you tell me: By the gods, Meno, be generous, and tell me what you say that virtue is; for I shall be truly delighted to find that I have been mistaken, and that you and Gorgias do really have this knowledge; although I have been just saying that I have never found anybody who had, (Meno, p. 6).

He disparages himself ironically and flatters Meno only to cut him down. He alternates between putting him on and patronizing him. He seems to be using Meno to display his own prowess.

What does Meno learn from all this? Socrates hoped to offset the teaching of the sophist who boldly answered questions in a grand style (Meno, p.5) and teach him some intellectual humility. Meno certainly learns that Socrates can argue circles around him. However, he appears to gain very little insight into the transmission of virtue, about which he keeps asking Socrates.

Socrates is not teaching Meno to trust himself in intellectual matters. Rather he seems to be trying to impress Meno to win him away from his present teacher. He is asking him to change his authorities.

This example of the Socratic method hardly seems to satisfy the description of the ascent to knowledge given in the *Republic*:

So here, the summit of the intelligible world is reached in philosophic discussion by one who aspires, through the discourse of reason unaided by any of the senses, to make his way in every case to the essential reality and perseveres until he has grasped by pure intelligence the very nature of Goodness itself. This journey is what we call Dialectic.

Meno certainly does not ascend through the discourse of reason to grasp the intelligible world.

The reason for this discrepancy is to be found in Plato's anti-democratic sentiments. Ideally, knowledge would be permitted only to those of superior capacities and performance. Everyone would receive the same education with the less successful students eliminated at regular intervals. Only at the age of thirty would the remaining students, destined to the philosopher-ruler class, begin their study of the Dialectic which would lead them to knowledge. Up until this point education would not be aimed at knowledge but at true belief, which comes through obedience, loyalty, and acceptance of authority. Only the philosopher-rulers would make the journey to knowledge through personal insight into man's place in the universe (*Republic*, pp. 66-255).

Knowing these distinctions, we can return to our examination of the *Meno*. The "students" in this dialogue are a slave boy and a misguided youth. Socrates' patronizing attitude and the immaturity of the students combine to explain why the "students" are not encouraged to do any real thinking on their own. At this early stage in their education, the most they can hope to acquire is true belief. The first step to true belief is the move from the ignorance that thinks it knows to awareness of ignorance.

Returning to the problems of today's classroom, I would like to question the appropriateness of the *Meno* as a teaching model. Isn't there a danger that convincing students of their own ignorance, only one step in the Socratic method, will be taken as an end in itself? Has the use of this model contributed to the failure of the inquiry method to revolutionize today's classroom? Does it explain why this method has been often used as a device to feed facts and what Plato would call true belief? In a democratic society, can we deny anyone the right to use his own intelligence to develop insight into the nature of reality?

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PRACTICUM

BICENTENNIAL FEATURE
Ohio's Educational Beginnings

STARK COUNTY - Bezaleel Wells anticipated the forming of Stark County and provided land for the county seat (Canton) in 1806. One of the lots was designated as the site "for an academy." The first building was a one-room clapboard structure with greased-paper windows. This first structure was later replaced by one of brick and it became a high school in 1925. Free public grade school was begun in 1835. No one knows exactly why the first free school failed, but speculation points to the establishment of a thirty-six week school term. Today, Canton is the home of Stark County Technical College, and the Kent State University Stark Campus.

CENTRAL OHIO TECHNICAL COLLEGE
POLICY ON FACULTY TENURE

In the spring of 1974, the faculty members and administrators of the Central Ohio Technical College desired to formulate a policy that would define, outline, and protect academic freedom and also provide adequate job security. To many of the faculty members, the solution was tenure; to many others, it was contract. In the discussions that followed, the faculty members expressed great concern over the negative results upon faculty members of other colleges where either concept had been practiced. The COTC faculty members pointed out that in a number of colleges tenure tended to produce unproductive, irresponsible "deadbeats;" in others, yearly contracts had effectuated insecure, unprotected "sheep." After studying such policies of many Ohio colleges and the "1972 Recommended Institutional Regulations on Academic Freedom and Tenure," AAUP BULLETIN, Winter, the COTC faculty, administrators, and Board of Trustees approved and adopted the following tenure policy, effective January 1976. The policy is of interest because it incorporates the strengths of both tenure and contract but eliminates some of their inherent weaknesses. COTC calls the concept "Contractural Tenure" and wishes to share it.

The College holds that tenure must protect not only the academic freedom and security of faculty members but also must insure academic responsibility and productivity, and, therefore, has established a contractural tenure system.

Terms of Appointment

With the exception of a temporary appointment, a full-time regular appointment to the rank of instructor is of two kinds, one-year appointment and five-year contractual tenure. A faculty member new to Central Ohio Technical College is awarded a one-year notice of appointment. The terms and conditions of every appointment to the regular faculty are stated in writing, and a copy of the notice of appointment given to the faculty member. A one-year appointment is for one academic year, twelve months or less and is subject to renewal, as hereinafter provided, for a maximum of six such one-year appointments. A regular appointment shall generally be made at a Board of Trustees meeting during the spring for the following academic year. This agreement, including the payment of salary, is subject to the sufficiency of legislative appropriations. After fulfilling four complete academic years of full-time service at COTC as a regular faculty member, the tenure file of the faculty member shall be reviewed and a performance evaluation made by a Tenure Committee upon request of the faculty member. After the first five full years of service, a faculty member may be granted contractual tenure. If the faculty member is denied tenure, he may be granted only one additional one-year appointment during which he may seek employment elsewhere. After fulfilling two complete academic years of full-time service at COTC as a regular faculty member, the faculty person is urged to consult with an appropriate Tenure Committee to determine the extent to which he or she is meeting the criteria for contractual tenure at Central Ohio Technical College.

After a faculty person has served for four complete academic years at COTC as a full-time, regular faculty member, and is in his or her fifth year as a full-time regular instructor at the College, he or she will be considered for contractual tenure. If contractual tenure is granted, the faculty member

receives from the president of the College a five-year letter of commitment. At the end of each contractual-tenure five-year term, the tenured faculty member is to be considered again in accordance with the procedure carried out during the fifth year of service. The faculty member continues to enjoy his or her rights of tenure as a member of the teaching faculty regardless of reclassification or re-assignment. Earned tenure at another institution of higher education may be considered for service credit; however, not more than three years of service elsewhere may be applied toward the five year pre-tenure period. No credit for a tenure appointment is given for part-time or temporary teaching.

Tenure Committees

Each academic year, at the first meeting of the Faculty Council Executive Committee, the Committee shall appoint faculty members from which the Tenure Committee shall be composed. To the extent that it is feasible, the appointments should be made from among tenured members of the faculty. This group of faculty members shall consist of two members from each COTC division -- one designated as regular, the other as alternate. The tenure Committee for any faculty member will consist of the regular appointees and the alternate from his or her division. The chairperson of the Tenure Committee is to be elected by each Committee. In addition, the faculty member's division chairperson shall be present at the review, but shall not have a vote. The president of Faculty Council serves as an ex-officio member of each Tenure Committee.

Recommendation for Tenure

Recommendations for tenure will be initiated by the appropriate Tenure Committee. The Committee chairperson will submit in writing a "yes" and "no" vote count to the chairperson of the candidate's division. The chairperson of the division will then submit his or her recommendation along with that of the Committee to the president of the College. For those faculty members not recommended for contractual tenure, a written explanation will be provided to the individual by the president. The president of the College will submit the recommendations of the Committee and the chairperson of the division along with his or her own recommendation, to the Board of Trustees. However, the president will not submit a negative recommendation to the Board of Trustees until the faculty member has had an opportunity to appeal.

Faculty Tenure Files

A personal file is to be maintained by each faculty member. Items in the file might include academic vita (resume); evaluations from students, peers, administrators, or self; any other pertinent material the faculty member may wish to place in the file.

The Tenure Appeal Committee

Each year, at the first meeting of the COTC Faculty Council Executive Committee, the Committee shall appoint faculty members from which the Tenure Appeal Committee will be composed. To the extent that it is feasible, the appointments should be made from among tenured members of the faculty. The group of faculty members is to be made up of two members from each division -- one designated as regular, the other designated as alternate. The Tenure Appeal Committee for any faculty member will consist of all regular appointees and the alternate from his or her division. The chairperson of the Tenure Appeal Committee is to be elected by the Committee. In addition, the

faculty member's division chairperson shall be present at the review, but shall not have a vote. The president of Faculty Council serves as an ex-officio member.

The Appeal Procedure

If the faculty member believes he or she has cause for grievance pertaining to tenure, appeal may be sought through the Tenure Appeal Committee. His or her appeal can be for reasons of inadequate consideration, denial or due process, and or denial of academic freedom. The faculty member must initiate the appeal procedure by sending a written request for reconsideration to the president of the Faculty Council. Along with the written request for reconsideration, the faculty member must show cause for reconsideration by presenting evidence to rebut any or all of the reasons for not recommending tenure. Upon receipt of the request, the president of the Faculty Council will submit it to a Tenure Appeal Committee. This Committee will consider the case and make a "yes" or "no" recommendation to the president of the College, along with supporting evidence. The grievant has the right to meet with the Committee in order to present and or clarify issues. An appeal concerning tenure must be made during the month of February in the same academic year. After the president has received the recommendation of the Tenure Appeal Committee, a signed statement concerning the final decision of the office of the president must be supplied to the grievant within one month.

Tenure Criteria

To be granted tenure, a faculty member must show evidence that he or she can continue to contribute positively to Central Ohio Technical College's mission. Competence will be judged primarily on teaching performance -- teaching inventiveness; student evaluations; and peer evaluations based on criteria such as stimulating classes, appropriate level of presentation, clear course objectives, and fair grading. Primary consideration will also be given to professional development occurring after employment with Central Ohio Technical College. Professional development will include any formal course work, relevant on-the-job experience, active participation in appropriate professional organizations, and or published materials relevant to the faculty member's subject area. Of important, but secondary concern is experience and service. Service includes active college and or community service including advisorships, governance and committee work.

Tenure Calendar

After fulfilling four complete academic years of full-time service at COTC as a regular faculty member, the faculty member will present his or her tenure file to the chairperson of the Tenure Committee not later than the fourth week of the Autumn Quarter. The Tenure Committee will notify in writing the division chairperson of the recommendation of the Tenure Committee by February 1 of the same academic year. The president of the College will present positive recommendations for tenure to the Board of Trustees at their first meeting after March 1 of the same year. The faculty member will be notified of the dcision of the Board of Trustees regarding his or her tenure by April 1 of the same year.

Initiated by the COTC faculty, adopted
by its Board of Trustees
12-15-75

BICENTENNIAL FEATURE:
Ohio's Educational Beginnings

LAKE and GEAUGA COUNTIES - In 1803, an act was passed by the State Legislature which incorporated the Erie Literary Society of Burton. This Society founded the Burton Geauga County Academy in 1806. In 1826 the Academy was moved to Hudson where it became one of the original units of Western Reserve College. The first recorded school in the Western Reserve was at Hapersfied in 1802. Lake and Geauga Counties are served today by Lakeland Community College and the Kent State University Geauga Campus.

FORUM

FORUM: TEACHING MORALITY IN THE TWO-YEAR COLLEGE CLASSROOM

The campus "upheavals" in higher education during the early sixties and the devastating national political scandals of the later sixties and early seventies have demanded that the college teacher re-examine his or her position regarding the question: Should the two-year college classroom teacher instruct students in matters of morals and ethics? The Journal presents, in its Forum upon this timely question, the expertise of Richard Matthews -- Professor of English at Cuyahoga Community College, Western Campus -- arguing, "Yes"; and Raymond Jezerinac -- Instructor of Biology, Ohio State University, Newark Campus -- arguing, "No."

THE "PROFESS" IN PROFESSOR

Richard D. Matthews

For those of us who go by the designation of Professor, what are some of the ramifications of "professing" in the classroom?

The root of this work suggests (1) stating convictions; (2) presenting personal views, beliefs; (3) earnestly presenting moral, religious, social, ethical, political stances and positions in the classroom which we hold and share (consciously and unconsciously) as people.

Fortunately and unfortunately, words such as *objective, scientific,* and *detached* have lost much of their luster in recent years -- and with good cause. To maintain total objectivity at all times in the classroom is not held in the same high esteem today as was true in the fifties and early sixties. Women's rights, abortion, environmental issues, fair housing, Viet Nam, consumer protection are only some of the issues of our time that call for response, statement, and reaction (or should it be action?) in the classroom especially in humanistic disciplines, social studies, or in any course where values and issues are raised and discussed. The new trend is to study and discuss, much more openly, issues of all types than was expected or allowed in the earlier, more innocent era.

This author, at least, doesn't even want to advocate, under any circumstances the non-raising of "hot" topics where -- and this is important -- they are germane under certain circumstances. However, several suggestions and guidelines should be offered at this point:

1. It is incumbent upon each of us as self-confessed "professors" to announce regularly through such statements as, "It seems to me...," or "I have tended to believe...," or "My position is..." that we are about to engage in the art of personal profession. When carefully followed, such positions, stands, or, even crochets have a much better chance of being heard and being listened to.

2. A climate of fair play, open discourse, and frank discussion from the students' perspective must also be sought. Often, any professorial position may well be followed by "But, Mrs. Simpson, don't you think...," or "Mr. Caldwell, I don't agree because...," or "Mr. Matthews, you aren't... ." Here the acid test of any professor's seeking after truth or reality or justice is best seen or not seen.

3. The individual idiosyncrasies of each of us who professes needs careful and continuous self-analysis (and even occasional revelation openly to students) if a proper sense of humility and justice on the professor's part is to be achieved. Too often, especially in social and/or moral and religious areas of inquiry, such elimination of hubris is ignored. Occasionally the "labeling ourselves" to students is good advice in a situation where too often age, education, and experience accrue in an unfair advantage to the professor in a vis-a-vis with the student.

Concerning the eternal and ephemeral problems of our time, students, especially the curious and intellectually seeking ones, wish to know a teacher's personal convictions and the reasons why. To pass off, to avoid, to hide in the obscure mantle of "scientific objectivity" is no response at all. If we were to check out any three of the most highly rated professors on any campus -- open discourse, an inquiring attitude, intellectual openness, appreciation of others, and strongly held personal ethical and moral positions almost always will be present.

In a troubled, excited and chaotic world such as ours, students deserve to know (and want to know) how we teachers think and feel. To be less seeking, open, and fair on our parts can never result in anything but indifference and/or hostility in the classroom. Conversely, students want and need the open revelation of personal stances and beliefs -- both from other students and their professors -- in a world where all too often hostility, indifference, and fanaticism characterize such pursuits.

We should go ahead and profess -- but we should be very consciously aware of what we do as we do it!

Richard D. Matthews, Professor English
Cuyahoga Community College, Western Campus
Parma, Ohio 44122

PAID TO TEACH OR PREACH?

Raymond F. Jezerinac

It is only natural that a teacher's attitudes, opinions, and values be revealed to his or her students during the educational process. Students use teachers as models since a teacher is supposed to be a person of accomplishment, both educationally and personally. But what about a teacher going one step further -- teaching attitudes, values, morals, and ethics? I say no! Every teacher has his or her own attitudes and values, usually self-determined and self-oriented. These traits were certainly influenced by the ethical and moral principles accepted and promoted by the local community. But there is no agreement regarding moral and ethical norms from one community to another nor from one culture to another. How, then, can one teach morals and ethics in a classroom? Or, better yet, who would be so arrogant as to try? If one does try, is not a teacher but a preacher and what is taught, under the guise of education, is propoganda.

Individuals and institutions can and do promote propoganda. Some teachers, instructors, lecturers, professors -- I don't care what they are called -- are teaching courses that have few skills or little factual information associated

with them. Therefore, the instructional period is too long (a quarter or semester), and the teacher takes it upon him-or-herself to teach "right attitudes" and "correct behavior."

Many courses have sufficient substance but are taught by poor teachers. In order to compensate for their lack of knowledge, they "fill in" class time with personal experience with inflict their code and beliefs upon their students. Heaven help those students who disagree or feel that class time is being wasted because their teacher, who determines their grade, will often banish them: "They don't understand or appreciate what I'm trying to teach them." Or they brand them "academic trouble makers" -- especially those students who challenge a value system.

Contrary to popular opinion, the American society is a pluralistic culture. It does not adhere to one religious belief, dress code, work ethic, or set morality. Individuals are encouraged to retain their past culture, sample those of others, and to determine their own rules for living within the boundaries of law. Perhaps the greatest freedom of expression for the concept of pluralism resides within the universities of our country. At least most universities state that their function is the pursuit of truth in teaching and research. Although morals and ethics courses are taught at these institutions, they are usually comparative in approach to the subject matter, or the student is forewarned that a specific viewpoint will be taught.

Private and religious schools have an "air" of truthfulness about them because they have traditionally stood for some moral or ethical principle. Their literature usually indicates their boundaries of "free inquiry."

Community controlled schools -- grade schools, high schools, vocational schools, technical colleges, and regional campuses -- must be carefully watched so that education is not replaced by local propaganda. When a few members of a community have the power to control the educational process, facilities, and faculties of a community, great educational harm can occur. When it does occur, either the decision was made for personal gain or based upon the belief that it was done for the best interest of others. But how can one determine if something is really being done for the best interest of others? Criteria for such decisions should be more actively pursued.

Teachers should be a good example for their students and allow them to determine their own values. Teachers should provide the student with an atmosphere of free inquiry and encourage them to become better than the teacher-helping them when they try. Teachers are stepping stones -- any teacher's greatest achievement is to have his students surpass him.

Raymond F. Jezerinac
Instructor of Zoology
The Ohio State University
Newark, Ohio 43055

89

BICENTENNIAL FEATURE:
Ohio's Educational Beginnings

TUSCARAWAS COUNTY - The first school in the county and in the state was the Moravian Indian Mission. It was built in 1773 at Schoenbrunn Village. The village and the school were abandoned in 1777 when the entire mission moved to Lichtenau, near Coshocton. Today, the county is served by the Kent State University Tuscarawas Campus.

LUCAS COUNTY - Records show a school was established in Waterville in 1825. The school was supported by tuition until 1837, when it was recorded that township funds were voted to support education. The first schools of the City of Toledo were opened in 1830. They were public schools, but were without any system or organization. Lucas County is served today by the Community and Technical College of The University of Toledo.

PLUS ONE

90

REALISTIC TESTING AND EVALUATION METHODS IN TECHNICAL COURSES

Ronald J. Tocci

A number of two-year college faculty members and administrators have requested that the Journal locate and reprint Dr. Tocci's article on evaluating technical courses. It most certainly is a worthy and needed reprinting and the Technical Education News has graciously consented to allow its appearance.

In the midst of our so-called "educational revolution" it seems that the faculties in two-year technical and career programs have become somewhat complacent. If one listens closely to students and allows them to speak freely, it soon becomes apparent that, in particular, they are dissatisfied with present traditional methods of testing and evaluating their abilities in the various subject areas.

Through many discussions with students, through three years of observing the effects of testing on students, and because I have been a student for almost my entire life, I have concluded that by testing the ability to memorize facts, notes, or methods of problem solution the instructor discovers only the most superficial aspects of a student's understanding.

Where do we get the notion that a test passer has learned anything other than how to pass the test? How often have you heard a student say, after taking a test, "I thought I really knew that stuff, but did I ever choke," or "If I had more time I could've done a lot better"?

Too much pressure is put on the student because of the combined effects of a time restriction and the need to get the answers right the first time. Increasingly, large numbers of students are being found psychologically unprepared to function under such circumstances. Who are we to say that if they cannot they are not capable of understanding and performing well under more realistic circumstances?

One of the principle reasons for testing is to discover weaknesses. What is the point then in down-grading and punishing the student for these weaknesses? By giving a student a letter grade or a numerical grade, the instructor has informed the student inadequately about his weaknesses. Even if the instructor reviews the entire test with the class, he is only showing them the correct reasoning involved in arriving at the answer. These reviews don't always help the student to understand the error in his own reasoning or why his seemingly logical reasoning led him to the wrong conclusions.

The student will not learn from his errors if he does not understand why they are errors. A student with very little self-confidence simply will accept the instructor's answers without questioning the validity of his own work. Later he will frequently make the same errors in reasoning because he is unaware of them; they have not been pointed out to him.

Too much emphasis is placed on problem *doing* rather than on problem *solving*. Traditional tests often contain cookbook types of problems that follow a step-by-step procedure which, if done correctly, will lead to predetermined solutions. The type of student who does well on this type of examination is the *conformist*, who will practice at a particular type of problem until he has mastered the technique. Unfortunately, once a student has learned the technique, his motivation to learn the *concepts* underlying the technique

becomes lessened. On the other hand, the skeptical, inquisitive student who is looking for something more meaningful than pure memorization of techniques is forced to conform if he wants to achieve decent grades.

Because of the characteristics of traditional methods of evaluation, many capable students are being washed out of technical programs because their individual weaknesses or learning problems remain undetected. This is all well and good if it is our desire to decrease student-to-faculty ratios after the first semester. But I am certain that none of us wants to think that any student who has the potential to succeed in our program is being rejected because of faults in our evaluation system.

The question now becomes one of how to restructure the system in order to eliminate inherent prejudices and at the same time provide a meaningful mean of informing students about their weaknesses. The root of the problem in restructuring the system lies in the student-faculty relationship; the student performs, the faculty judges.

Seldom, if ever, is there any indication that the student and the instructor are partners in the learning process. An effort should be made whereby the student and the instructor would *jointly* evaluate the student's work, with the goal being to improve student performance in weak areas.

A major stumbling block would be the amount of time involved in conference with individual students. If this is the only obstacle, however, we owe it to our students to find ways to provide a more efficient evaluation system.

One approach is to combine the testing and evaluation functions into a single experience. The Electronics Technology Department of Monroe Community College (Rochester) has done this in several courses with almost unanimous student support. The testing and evaluation in these courses is done in small-group problem sessions which usually take place during the three-hour laboratory period. The necessity of combining small groups and a long time period will become obvious as these problem sessions are described.

The students are usually presented with three or four problems to work on at their own pace during the *three-hour period*. They are given about thirty minutes to begin work on the problems before the instructor begins circulating among the groups. As he circulates the instructor performs several functions:

- If a student has drawn a blank in his thinking on a certain problem, the instructor consults with him individually and tries to determine where the difficulty lies. Very often the student has misinterpreted the statement of the problem. In such a case the instructor will restate the problem for the student and allow him to work on it from there. In other cases the student is not sufficiently prepared to do the problem. Here the instructor can refer the student to the necessary text material and allow him to use it in solving the problem. When the student completes the problem the instructor can then evaluate his understanding by asking pertinent questions or by modifying the problem and letting the student redo it without any aids.
- As each student completes a given problem, the instructor checks it over to determine areas in which the student has performed incorrectly or inadequately. In these areas the student is asked to relate the reasoning process followed in arriving at the results. In many cases the student will have used seemingly good reasoning. In this situation the instructor will encourage the student to determine the fault, if any, in his approach to the solution. This is the key step in making the problem session an educationally beneficial experience. Once the student understands where he is wrong he is allowed to

rework that part of the problem, hopefully with a new outlook. Later, the instructor will check the student's second effort and repeat the above process. Sometimes more than two attempts are required before the student performs correctly. Here again, the instructor can evaluate the student's understanding by asking questions related to the problem or by modifying the problem and letting the student repeat it. The trial and error process is a realistic one because it fits the student for the kind of learning he will engage in outside the classroom on the job.

- The instructor is responsible for seeing that with or without aid each student completes each problem correctly. If a student is a slow worker or one who came in unprepared for the problem session, the instructor may allow him to finish the work either at home or during a free period, when both instructor and student are available. (This is usually not necessary if the problems are designed to fit into a two-hour period.) It is essential that the student complete *all* the work if he is to develop good analytical techniques and the ability to approach complex problems logically.
- The problem session begins to prepare the student for the first type of communication he will encounter on the job – the one-to-one communication between the technician and the engineer. It is important that the instructor help the student to develop the ability to communicate technical concepts and ideas verbally as well as on paper. From the point of view of many industrial people, this particular skill is lacking in most graduate technicians. The instructor's function is to be a patient listener and a prodder. He should not only try to get the student to explain and clarify his reasoning verbally but he should also encourage the use of diagrams, sketches, etc., to facilitate the discussion.
- For several reasons, grading of problem sessions is often necessary. Many students, for example, need to have an incentive for preparing themselves for the problem session. Secondly, in some courses the problem sessions may be the only time when testing and evaluation are done. The grading is probably the biggest headache for the instructor because, unlike traditional testing, the problem session cannot be graded on a strictly objective basis. It seems reasonable that a student who can come in and do the problems with little, if any, help from the instructor should receive a better grade than one who needs a push here and there. The instructor, however, must try to evaluate the student on the basis of his understanding *after* he has completed each problem. Since no two instructors will have exactly the same evaluation of a student's performance on a given problem, whenever possible, grading of the problem session (other than the pass-fail type of grading) should be done by one instructor.

A few comments should be made regarding the *content* of the problems given during a problem session. As mentioned earlier, traditional tests often contain cookbook types of problems, which help very little in motivating the student toward understanding the concepts involved. This method of testing points up the contrast between classroom philosophy and the realistic on-the-job situation. A technician, in the performing his job, will always have textbooks, manuals, and tables available to help him make calculations. He is not expected (unless he is highly experienced) to be able to make complicated designs or analytical calculations without these aids. He is, however, expected to understand the nonmathematical physical concepts well enough so that he can make judgments and decisions when troubleshooting a circuit or system.

I am not recommending that all calculation types of problems be eliminated.

BEST COPY AVAILABLE

What I am recommending is that the student not be forced to memorize design equations or circuit diagrams for an examination: these things are quickly forgotten unless they are used over and over on the job. Instead, the student should be allowed to use manuals, etc., to help him make the necessary calculations. Even so, the calculation type of problem should be used only to enhance some of the concepts being taught. A meaningful approach is to supplement a calculation type of problem with questions concerning modifications of the circuit or system components and their effect on the results. A typical problem in this category is shown at the end of this article, along with a problem which contains no calculations but requires a good understanding of the concepts. A typical student comment on problems of this type is "It really made me think and pull everything together."

Solving problems prepares the student for the type of thinking he will often have to do on the job. In testing, evaluating and modifying a circuit or system, for example, the technician often must make quick changes in the circuit in order to bring it into specification. To do this he must be able to diagnose how each element in the circuit affects the specifications of interest. Nearly always, he will make this diagnosis without going through a complete mathematical analysis to determine what modification to make. By understanding the concepts and interrelationships involved he can eliminate a lot of the guesswork which is prevalent in this situation.

The problem session approach is not without its disadvantages. Accurate grading is difficult, if not impossible, to achieve. The amount of effort expended by the instructor cannot be compared to any other teaching activity (except, perhaps, the laboratory). After conducting a three-hour problem session with ten or twelve students, the instructor may emerge both physically and mentally exhausted.

None of these drawbacks is significant enough to deter a conscientious effort. The educational and psychological benefits to the student far outweigh any of these disadvantages. The benefit to the instructor is a better understanding of the problems students have in grasping certain concepts. He will then find that he is able to explain these concepts in simple, physical terms without having to use the blackboard and develop a mathematical dissertation.

From both a practical and philosophical standpoint, there is much need for a restructuring of traditional testing and evaluation procedures. The problem session approach is one move in the right direction. It is up to educators, not administrators or students, to improve present techniques or develop new ones in an effort to bring student and instructor together in a joint effort aimed at the overall improvement, not extended criticism, of a student's abilities.

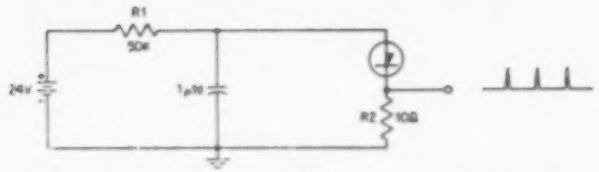
Associate Professor, Electronics Technology
Monroe Community College
Rochester, New York

Sample Problems

Problem 1

In the relaxation oscillator below, the four-layer diode has the following parameters @ 25°C:

Vs=12v; Is=.66mA; Vf=.75v; Ih=1mA

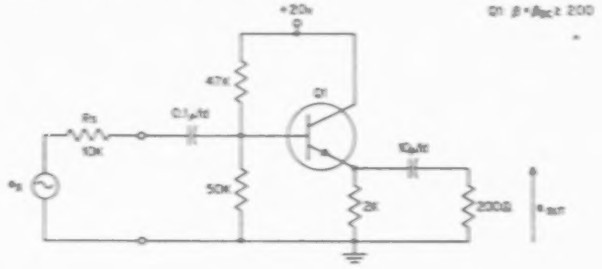


A. What voltage would the capacitor charge to *if* the diode were *not* in the circuit?
B. What is the maximum voltage the capacitor *will* charge to with the diode in the circuit? How long will it take it to charge to this value?
C. What is the approximate frequency of oscillation?
D. Approximately how long will it take the capacitor to discharge?
E. Indicate and briefly explain the *effects* each of the following changes would have on the *frequency* and *amplitude* of the output pulses at R2:

1. Increasing battery voltage
2. Decreasing R, to 25K and increasing C to 2 ufd
3. Increase R2
4. Decrease Vs
5. Heat diode (which lowers Ih)
6. Increase R1

Problem II:

An engineer desinged a common collector amplifier as shown below. He specifies an overall voltage gain Gv or .6, and Q-point of:
Vb=10v, Ve=9.7v, and Vce=10.3v.



However, when the circuit is bread-boarded the Q-point is measured to be: Vb=6v, Ve=5.7v and Vce=14.3; *but* Gv is measured as .6 which is as it should be.

Each of the following is offered as a possible cause of the malfunctioning circuit:

A. Transistor's B and Bdc could be much lower than specified minimum of 200.
B. The output coupling capacitor could be shorted out.
C. The 50K resistor could be out of specification (much lower than 50K).
D. The engineer's original specifications could be wrong.

Determine which one of the above is the actual cause of the problem. Explain briefly your reasons for choosing the one you did and not any of the others.

BICENTENNIAL FEATURE:
Ohio's Educational Beginnings

JEFFERSON COUNTY - The first step toward introducing a public school system into Steubenville was taken in 1838 when a meeting was called to raise a tax for a schoolhouse. The first public schools were opened in 1839. Salaries of teachers ranged from $15 - $85 per month. Today, Jefferson County is the home of "Jeff Tech", the Jefferson County Technical Institute.

REACTION

REACTION

The "Reaction" section of the *Journal* is reserved for feedback from the readers. This issue features not only responses of readers to *Journal* articles, but to the *Journal*, itself.

We were very pleased to receive a copy of the first edition of *The Journal of the Ohio Association of Two-Year Colleges*. You are to be complimented for the quality of the articles and of the format used. This type of information is greatly needed by community colleges across the country and I feel sure that these articles help to meet this need.

I would appreciate knowing if you plan to invite or permit individuals from other states, who are active in community college education, to submit articles.

Dr. Roland Terrell, Director
Staff and Program Development
Florida Junior College at
Jacksonville
Jacksonville, Florida 32202

The Journal of the Ohio Association of Two-Year Colleges is off to a good start, and you are to be complimented on your good work.

Dr. Francis Hazard, Director
Kent State University
Tuscarawas Campus
New Philadelphia, Ohio 44663

I enjoyed reading the first journal. Particularly sound are the six organizational sections and the use of visuals. As a matter of fact, this journal motivated me to finish writing an instructional experience/experiment.

Timothy D. Nolan, Chairperson
General Education
Cincinnati Technical College
Cincinnati, Ohio 45223

Please accept my sincere congratulations on a truly outstanding first issue of the *Journal*. Each article was full of meangingful and useful information. It certainly indicated growth in the OATYC. I especially enjoyed "seeing" our fellow institutions. It really helps us move from provincialism to a greater appreciation of these institutions with which we have so much in common. Carry on!

Genevieve M. Cahoon, Professor
Health Education
Cuyahoga Community College, Metro
Cleveland, Ohio 44115

REACTION TO FRANCINE P. HEKELMAN'S "ARTICULATION FOR NURSING EDUCATION: IMPLICATIONS FOR STUDENT PERSONNEL SERVICES"

Constance Murphy

In her article, "Articulation for Nursing Education: Implications for Student Personnel Services", Ms. Hekelman has described the problems of levels of nursing education, the lack of differentation of level of roles in nursing practice, the lack of articulation between the levels of nursing education, and has given a brief background explanation of the development of the problems and its effects on students who wish to advance their education in nursing from one level to another.

She then has described her plan to improve the educational articulation for nurses prepared at various levels and finally states what she feels are the outcomes of her proposals.

The title of the article indicates that the message in the paper is directed at those involved in guidance and planning for career education.

However, in paragraph four, the purpose of the paper is defined. There is no expression of planned correlation between the problems presented, the possible solutions, and those implications for student services. In the summary of the effects of Ms. Hekelman's proposed plan, the only "implications for" student personnel services is that "career-education planning would be facilitated."

The title confuses and misdirects the attention of the reader and would better have indicated the contents of the article if the direction of the article to student personnel services had been omitted.

In Ms. Hekelman's recommendations, she has defined and stated some of the steps, which much of the literature also recognizes, as basic to the solution of the problems.

These recommendations, as, for example, the consortium approach, are being developed in various programs throughout the country.

The realization of some of her recommendations has been sought for many seasons. An example is: "Define the role difference between the professional and technical nurse." This is sooner said than done, because the lack of this definition is an integral within the problem.

Some of the conclusions drawn by Ms. Hekelman as to the results of her plan are possibilities and/or probabilities but not absolutes. As an example, it is stated that the "idea of articulation would ensure scholars the success, a greater degree of job satisfaction..., etc." I believe it would ensure greater scholastic opportunity, a greater degree of relationship between job preparation and role, and therefore the possibility of greater job satisfactions, etc.

Ms. Hekelman has drawn together information, defined problems, suggested recommendations and drawn conclusions for us to contemplate. We should use her treatise as we do all others --- from the Socratic approach.

Mrs. Constance Murphy, Chairperson
Health Services
Clark Technical College
Springfield, Ohio 45501

RESPONSE TO FRANCINE P. HEKELMAN'S "ARTICULATION FOR NURSING EDUCATION: IMPLICATIONS FOR STUDENT PERSONNEL SERVICES"

Victoria Wellington

A more systematic approach to basic nursing education is clearly in order. The present problems of appropriate utilization of graduates and opportunities to move from one program to another will continue to be problems as long as nurses are prepared in four separate and distinct types of programs (practical, diploma, associate degree and baccalaureate).

Annual reports continually reveal that the diploma-type nursing programs are steadily declining in number and graduates. The programs are costly, with much of the cost of the program being paid by the hospitalized patient. Also, the American society feels that education of nurses should be rightfully provided by each state's educational system.

The Associate Degree Nursing Program designed by Mildred Montag in the early 1950's helps fill a gap in essential nursing care. In the past 22 years, the ADN graduate has made a substantial impact on the quality and quantity of nursing services.

This year, during the month of February, representatives of the Legislation Commission, the Ohio Commission of Nursing and Ohio Nurses Association staff will collaborate in taking legislative conferences into twelve different regions of the State. Some of the crucial issues to be discussed are:

1. What types of nurses are needed by our society?
2. What would be the scope of practice of each identified type of nurse?
3. How would each type of nurse be educationally prepared?
4. *If more than one type of nurse is identified, how could the nurse be articulated or advanced through the various programs?*

The Ohio Commission recommends that by *1985* the basic nursing educational programs prepare two types of nurses. While the Commission believes that flexibility and experimentation have a rightful place in nursing education, at the same time prospective students, the public and employers must have a clearer notion of what graduates from each program can be expected to do.

Francine P. Hekelman's article, presented within the framework of the nursing process, is well developed. Yes, there is lack of articulation between lower division nursing programs and baccalaureate programs. But, I believe this problem exists because the nursing profession has not identified what type of nurses our society needs in the American health care delivery system and the scope of practice for each identified type of nurse. (The first two crucial questions that will be discussed in the twelve regions throughout Ohio during February of this year.) Hopefully, some concrete decision will be made so question number three, how would each type of nurse be educationally prepared, can be answered. Now, each school of nursing defines its end product, the graduate, in its school philosophy and objectives.

This brings us to question four: If more than one type of nurse is identified, how could the nurse be articulated or advanced through the various programs? Some nursing schools in other states provide a 2 + 2 program. In this type of program a student may graduate in two years with an associate degree in nursing or may continue in the program for two more years and graduate with

a baccalaureate degree. The ADN graduate who changes his/her career goals may be admitted into the upper division and graduate in two years with a BSN. Personally, I hope this is the route Ohio will take.

Victoria Wellington, Instructor
Health Technologies
Central Ohio Technical College
Newark, Ohio 43055

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

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